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ABSTRACT

The booklet suggests 32 classroom and teaching activities for intermediate teachers, grades 4-6, in the four areas of nutrition, physical health, mental health, and developmental skills. The project was developed to show how nutritionists, physical and mental health workers, and learning specialists could assist children and classroom teachers in schools. The activities can supplement academic areas, using the skills of listening, speaking, writing, and computing, and offer approaches which the teacher may match to life experiences in the classroom to extend children's learning. The teaching activities utilize gamesmanship, participation, and student involvement. There are eight concepts in each of the four sections. Each lesson concept has one or more activities, each with a single objective. Steps for the activities, materials, time needed, and comments to teachers on procedures and resources are listed. Lessons may be correlated with spelling, science, social studies, or other subjects; however, each activity is presented so that it may be used individually and so that the teacher can improvise or adapt it for a particular class. (NH)

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F.O.O.D. FOR THOUGHT

Focus On Optimal Development Of The Child

Intermediate Level

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CE 002 857

Teaching Activities in Nutrition, Physical and Mental Health, and Learning Abilities

1974

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F.O.O.D. For Thought, Intermediate Level, is part two of a two-part series of teaching activities for intermediate teachers, grades four through six. *F.O.O.D. For Thought*, Primary Level, is available for teachers in the primary schools or grades kindergarten through three.

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Foreword

Each day teachers have opportunities to help children find out more about themselves, their families, their lives, and how to get along in the world around them. The activities in this booklet should make it easy for such knowledge to enhance the teaching of basic skills by the elementary teacher.

The classroom activities have been suggested and demonstrated by the staff of Project F.O.O.D., funded for three years by the U. S. Office of Education, as one of twelve projects in the nation. This project was initiated by Superintendent Lew Hannen and Mrs. Annabelle Selph of the Durham City Schools to show how nutritionists, physical and mental health workers, and learning specialists could assist children and classroom teachers in schools.

The booklet suggests experiences which teachers and children will enjoy. Staff members of the Department of Public Instruction are ready to assist in these curriculum areas. Call on us. We want to be partners in any endeavor that results in better learning for children.

Jerome H. Melton
Assistant Superintendent for
Program Services

Introduction

To the Intermediate Teacher

These activities are prepared expressly for you and the children in your classroom. They represent individual lessons which may be used with nine, ten, and eleven-year-old children. The activities are designed to promote better skills and understanding in the areas of nutrition, mental and physical health, and learning abilities.

Often a teacher wants to teach to the moment of life in the classroom—a new child enters, a guinea pig dies—or a hundred other realities press on the teacher and children. These episodes are easily by-passed; yet, if seized upon, they may present opportunities for deeper teaching. The activities in this booklet offer approaches which the teacher may match to the life experiences in her classroom to extend children's learning.

These activities supplement major subject matter areas and use the skills of listening, speaking, reading, writing, and computing to develop another level of skills. These second-order skills may be classified as growing and knowing oneself better and knowing and accepting others more easily and with more satisfaction. Gamesmanship, participation, and involvement are the approaches utilized.

The thirty-two teaching activities in this booklet are distributed in four areas: nutrition, physical health, mental health, and developmental skills. There are eight lessons in each group. For each activity, one objective is stated; steps for the activity, materials, and time needed are specified. Procedures are suggested and teaching notes appear in the right column on the page. Some resources used by experienced teachers are identified.

Activities may be correlated with teaching units in standard textbooks or adopted curriculum guides. Many of the activities can be used for several purposes. Teachers have correlated lessons with spelling, math, language arts, science, or social studies. However, each activity is presented so that it may be used individually and so that the teacher can improvise or adapt it for a particular class.

The framework for these activities was derived from references such as *A Conceptual Approach to Curriculum Design*, published by the 3M Education Press, Minnesota Mining and Manufacturing Company, in 1971 as a health education study. Project F.O.O.D. staff members have worked with teachers for two years in demonstrating how various activities may be devised within a conceptual framework. Staff members described what they did and what appeared to be helpful to teachers and children. Their ideas have been discussed with child experts in nutrition, physical and mental health, and learning.

A team of writers, one a classroom teacher, used the experiences gained by the staff and wrote drafts of the activities. Activity drafts were used for demonstration purposes by intermediate teachers in Durham City Schools and by intermediate teachers in six other school systems, representative of the pupil population in North Carolina. Teachers' suggestions from classroom use were incorporated into lesson descriptions. The pupil population with whom the activities were used included nine to twelve-year-olds of various abilities, interests, and backgrounds.

The inclusion of an activity in the guide was based on a significant objective for the child, a description of an experience a teacher would feel competent to handle, and an activity which could be handled with ease, little expense, or additional materials. In most activities, parents or aides would be welcome assistants, although one adult could handle the activity successfully.

In using this guide, look through it briefly and become acquainted with its contents. Then, as you go along in the school year, select an activity to match a need in your classroom or to relate to a teaching unit in a subject field. You may wish to use an activity once a week as supplemental to your major teaching tasks. If you use an activity weekly, you will be teaching a lesson in health and better living throughout the school year.

One of the special things in preparing this guide has been responses from 500 teachers. We hope that their encouragement and enthusiasm will be yours as you use these materials.

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PART ONE
NUTRITION

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CONCEPT 1

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Knowing the four basic food groups is necessary for understanding good nutrition.

Activity	Comments to Teachers

Objective: To construct a display in which each of the four food groups is represented.

Materials Needed: Long bulletin board with a minimum of three feet for each of the four groups (chart paper or poster board could be substituted); construction paper (red, yellow, green, blue); magazines; drawing paper; crayons; scissors; paste; thumb tacks or pins.

Procedure. Divide the class into four groups by one of the following methods:

1. Name four committee leaders and have students select the group they want to work with.
2. Select groups by naming all members. Allow each group to select the food group they want to work with.
3. Ask students to indicate specific interest in one of the food groups. Assign them on the basis of interest.

Tell the groups that they are responsible for constructing a window display for a specialty store. The store represents one of the four basic foods. Allow time for questions to be sure that students understand the desired outcome.

The display should reflect their creative ability to demonstrate skills in investigating the foods in their basic food groups, in selecting appropriate pictures from magazines or drawing pictures of food they want to display, and in labeling the food appropriately. If students choose pictures of foods that they do not know, foods can be identified and the new name learned.

Time Required: Group planning and implementing the activity: Two hours.

There are four basic groups of food.
Each group is represented by a color.

1. **Meats — Red**
2. **Vegetables and Fruits — Green**
3. **Dairy Products — Blue**
4. **Bread and Cereals — Yellow**

The colors are used consistently with the basic food groups, and students should use the representative colors as a border for their store window display.

An example is given below. The border on the Dairy Products Store would be blue.

Each display can be labeled such as "Meats," "Bakery," and "Vegetables and Fruits."

The activity can be incorporated with the "Mulligan Stew" TV series as a supplementary activity.

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Activity *(continued)*	Comments to Teachers

The result of the activity should be a "window" that is attractive and educational.

A chart could be prepared to be posted near the displays. The chart would show calories and vitamin content for some of the foods displayed in the window.

Resource Materials: Marvin Martin, *The Great Vitamin Mystery,* North Carolina Dairy Council (816 Broad Street, Durham, North Carolina). Pamphlets from Institute of Baking, 400 East Ontario Street, Chicago, Illinois: "Follow the Foodway"; "Food and You."

CONCEPT 2

Using the four basic food groups in food selection is necessary for the practice of good nutrition.

Activity	Comments to Teachers
Objective: To determine which foods students like and dislike, and to correlate these foods with the four basic food groups and know their prices. **Materials Needed:** Four pieces chart paper; four small slips of paper.	**Time Required:** 30 to 40 minutes twice a week for two weeks.

Activity No. 1	Comments to Teachers
Procedure: Ask each student to write a paragraph on one or more of the following subjects: 1. A favorite food and why I like it. 2. A disliked food and why I don't like it. 3. A food I haven't tried and why I would like to try it.	

Activity No. 2	Comments to Teachers
Procedure: Ask the student to consider either the favorite food named or the food that he would like to try. Ask him to determine what the ingredients of the food are. If the food must be prepared, can the student describe the recipe? Each student should make a list of the appropriate ingredients.	This might be done as a homework assignment. While spaghetti to one student might come out of a can, another student would be familiar with the raw ingredients, and the family recipe would be necessary to complete the activity.

Activity No. 3

Procedure: Using the lists made in Activity No. 2, each student should classify foods according to the basic food group. For example, raw spaghetti would be classified in the yellow group, meat would be in the red group, and the additional ingredients would be in the green group. (See example at right.)

Make four large charts or use the chalkboard marked off into four sections. Label the sections red, green, blue, and yellow to represent the four basic food groups.

Ask each student to copy his food or ingredients on the appropriate chart.

After the charts have been completed, divide the list and assign one or more items to each person for Activity No. 4.

Comments to Teachers

See Concept 1 for Basic Foods list.

Spaghetti	Food Group
1 lb. ground beef	red
2 cans tomato sauce (8 oz.)	green
1 onion	green
1 green pepper	green
1 pkg. thin spaghetti (8 oz.)	yellow

Activity No. 4

Procedure: Each student is assigned the responsibility of determining the price of the item or items on his list. Suggest that he make certain that he determines the current market price of the items on his list. For example, if he is to find the price of one green pepper, then the price of 39 cents a pound will not be the answer to the question.

Place the information on the chart.

Comments to Teachers

In some areas students are dependent on their parents to provide transportation to food stores. Therefore, the recommendation is made to allow a one week interval in order that each student may obtain the information he needs. Also, the teacher may complete a chart with the student as to costs of items. One child or the teacher may "research" the different items.

Activity No. 5

Comments to Teachers

Procedure: Each student should use the list he made in Activity No. 3 and collect the price from each of the basic food charts.

The total price of the items should be determined and each student should be given an opportunity to share this information with the class.

CONCEPT 3

All living things need food, air, water, and sunlight.

Activity	Comments to Teachers
Objective: To grow radishes from seed and to observe their growth.	**Time Required:** The time will vary according to the availability of materials. Preparation of basket will require approximately one-half hour.
Materials Needed: One bushel basket; gravel, compost, sawdust, soil; one package radish seeds (mild).	
Procedure: Secure bushel basket from local produce dealer. Set basket on three bricks to keep off floor and place sheet of plastic under the basket to protect the floor from drainage. Place about two inches of gravel at bottom of basket to aid drainage. Fill basket to within three inches of top with layers of soil, compost, sawdust, and topsoil. Unless using prepared soil substitute, add small amount of fertilizer, as directed on package, before planting seeds.	Radishes germinate within three to four days and should be ready to harvest within 25 to 35 days. A synthetic soil prepared from a mixture of horticultural vermiculite, peat moss, and fertilizer may be substituted for compost, sawdust, and soil. This mixture is lightweight, holds moisture, and is free from disease organisms. It may be purchased from seed dealers and garden supply centers.
Radish seeds should be planted one-half inch deep and thinned to one inch apart.	Be sure to check the date stamped on the seed package. Don't use last year's seed as it germinates poorly.
Radishes need some sunlight, but do well in partial shade.	
Water each time the soil becomes dry to the depth of one-eighth inch. Overwatering will cause soil to become waterlogged, and the plants will die from lack of oxygen. A schedule could be made for volunteer "waterers."	A plastic laundry basket may be substituted for wooden basket. Line with plastic sheeting and cut evenly spaced holes in bottom for drainage.

Because classroom temperature varies as to school days, school nights, and weekends, try to place the "garden" where it will not get too hot or too cold. Choose a time for this activity when the inside and outside temperatures are stable.

Mature radishes are from one-half to one inch in diameter. Radishes may be harvested and students can conduct a tasting party as described in Part One, Concept 6.

Radishes are the quickest and easiest crop to grow in a small space. However, other vegetables lend themselves to basket gardening. Some of these include:

Added suggestions to use in organic basket gardens: Placing larger plants (tomatoes, peas, etc.) in a circle makes economical use of space; planting marigolds around vegetables will discourage insects (companion planting in organic gardening involves placing plants together that protect each other from insects); placing earthworms in each basket to enrich the soil and feeding them cornmeal and coffee grounds.

Resource Materials: *Minigardens for Vegetables* (Revised—May, 1970), U. S. Dept. of Agriculture, Home and Garden Bulletin No. 163. (Available from County Agricultural Extension Office or from Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.)

Plant	Light	Days from seed to harvest	Space between plants	Planting depth	When to harvest
Beets	Partial Shade	50-60	2-3 inches	½ inch	When beets 1 to 2 inches in diameter.
Leaf Lettuce	Partial Shade	30-35	4-6 inches	¼ inch	When leaves large enough to use.
Mustard Greens	Partial Shade	35-40	4-5 inches	¼ inch	When leaves large enough to make greens.
Turnips	Partial Shade	30 for greens 80 for turnips	3-4 inches	½ inch	Thin when large enough to make greens; turnips mature at 2" diameter.

CONCEPT 4

Knowledge of nutrients and calories contributes to the basic understanding of nutrition.

Activity	Comments to Teachers
Objective: To understand the concept of nutrients and calories through a study of the school lunch program.	**Time Required:** 30 minutes for each activity.
Materials Needed: A copy of one week school lunch menu from the cafeteria manager; six calorie counters (if each group works at the same time).	

Activity No. 1	Comments to Teachers
Procedure: Ask the students who bring bag lunches from home to form a group. The rest of the class should be divided into five groups and the lunch menu for one day should be given to each group. (Cut the menu into sections if five separate menus are not available.)	Some students may have calorie counters, booklets, or books listing the specific number of calories in a serving of a particular food. They might lend them to the class for the activity. Some estimating may be necessary and questions that are asked regarding specific information should be recorded and used in Activity No. 2.
Ask the students to determine the number of calories in the daily menu that they have been assigned. The group with bag lunches should have one member volunteer to list what he had for lunch. It should also determine the number of calories in that particular bag lunch.	A teacher may wish to use a standard reference from a student's health book available in the classroom. If the teacher prefers, a paperback calorie counter (usually 25 to 35 cents in a store) could be available for all children to use. If the teacher feels that some children in the "bag lunch group" would prefer not opening their lunches, she might provide a prepared bag lunch. Otherwise, this group could participate in the other activity with the lunchroom menu.

Activity No. 2

Procedure: Ask each of the six groups that worked together in Activity No. 1 to get together again. Each of the committees should think about specific questions they would like to have answered by the cafeteria manager.

One person from each group should record the questions. These individuals should form a panel for Activity No. 3.

The teacher should move between groups to help students develop appropriate questions. The purpose is to ask relevant questions, not to criticize the cafeteria program.

Comments to Teachers

Examples of questions that might be asked the cafeteria manager:

How much turkey does each person get when it is mixed up in a stew?

How much food is wasted each day?

If most people in the school leave creamed spinach on their plates, why do you continue to cook it? Aren't there other vegetables that are as nutritious, as inexpensive, and more popular?

How could a student with a food allergy or a disease such as diabetes get a special diet?

How can an overweight person get skimmed milk?

Activity No. 3

Materials Needed: Seven pieces of 9" x 12" paper, felt-tipped marker.

Procedure: Invite the cafeteria manager to participate in a panel discussion about "Good Nutrition in the School Lunch Program." The manager and one person from each of the small groups named in the preceding activity should take their places in front of the class.

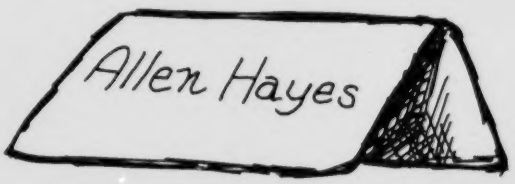
Have each of the panel members make a nameplate for himself by folding the 9" x 12" paper into half lengthwise and writing his name with the marker. (See example at right.) One person can make a nameplate for the cafeteria manager.

The teacher should introduce the guest and the panel and allow each of the panel members to ask his questions.

After all questions from the panel have been asked, other members of the class may want to ask additional questions. Allow this if time permits.

Comments to Teachers

If desks can be moved and placed in front of the room, the panel and guest can conduct the discussion like a TV presentation.



Encourage a free exchange of information. If students develop additional questions and the 30 minute period is over, close the discussion, thank the guest for coming, and ask if it would be possible for her to return at another convenient time.

The class may ask the cafeteria manager about visiting the cafeteria and watching the staff prepare a meal. Students might write their questions on cards and then have a session where all the questions could be answered.

CONCEPT 5

Enjoying a meal affects one's habits and attitudes about nutrition.

Activity No. 1	Comments to Teachers

Objective: To gain knowledge about social expectations with relation to eating. (This activity is directed towards 10- and 11-year-olds.)

Materials Needed: Paper, pencils, crayons, or other art materials.

Procedure: Pre-activity. Divide class into two groups. One group will be involved with a series of cartoons depicting a boy and girl who do all the correct things, while the second group will illustrate the activities of another pair of children who never do anything right.

Name the children who behave appropriately Sarah and Melvin Dobee and the children who misbehave as Boney and Clod Nono.

Procedure: Activity. Mimeograph and distribute a "Sarah and Melvin" or a "Boney and Clod" list to each student.

Ask the student to illustrate one of the statements on the list. He can either copy the statement under the illustration or have the characters speak in such a way as to express the idea.

Time Required: One hour.

Since many students enjoy the "fun" in drawing pictures of the problems of the second group, the teacher may divide the class into two groups and assign a general category. The students may then select or be assigned a specific idea to illustrate.

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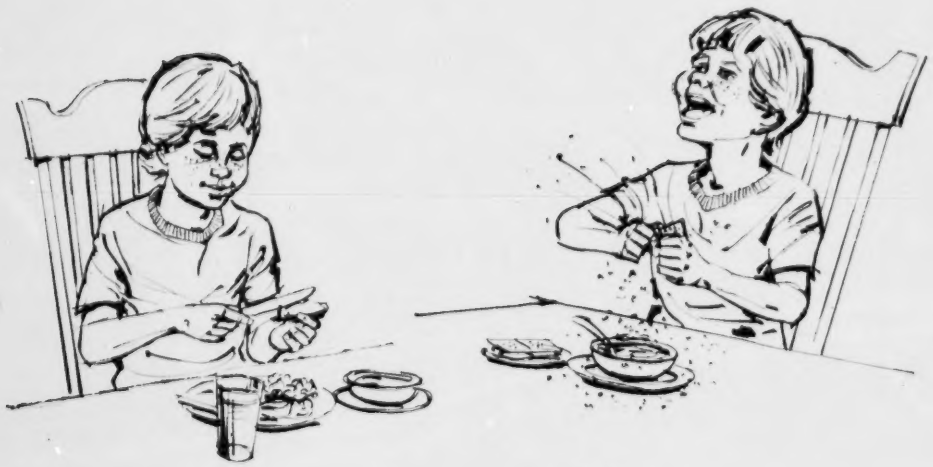
Activity No. 1 *(continued)*

Activities for Sarah and Melvin Dobee

1. Unfolds a dinner napkin halfway and places it in his lap.
2. Touches napkin to lips after meal.
3. Folds napkin and leaves it to the left of the plate.
4. Contributes to a pleasant conversation.
5. Removes plates individually from table.
6. Carries food to the mouth by using a fork with the prongs up.
7. Lays knife and fork on the outer rim of the plate when they are not in use.
8. Take small bites.
9. Breaks off and butters a small piece of bread at one time.
10. Drinks without food in mouth.
11. Helps pass the dishes at the table before beginning to eat.
12. Says, "No, thank you," when declining a food.
13. When served a strange concoction which has never been encountered before, casts a detective eye on the hostess and does as she does.
14. Uses a toothpick or a toothbrush when away from others, rather than pick on teeth.
15. Returns an invitation by a similar invitation.
16. Keeps arms, hands, and elbows off the table.

Activities for Boney and Clod Nono

1. Unfolds a large dinner naplin all the way, anticipates spilling his plate in his lap.
2. Scrubs mouth with napkin following meal.
3. Crumples up napkin and places it in the middle of his plate.
4. Toys with utensils and nibbles too often on the salted nuts.
5. Discusses illnesses, operations, dental work, insects, and accidents at the table.
6. Scrapes and stacks plates at the table.
7. Holds knife and fork vertically as if they were weapons.
8. Places knife and fork in gangplank-fashion, half on the table and half on the plate.
9. Holds a filled fork in mid-air while talking and points it at people to emphasize remarks.
10. Takes a generous dab of ice cream on spoon and consumes it in installment, all-day sucker method.
11. Butters a whole slice of bread at one time.
12. Drinks with a mouthful of food.
13. Says "I like it but it doesn't like me" or "It hurts my teeth" or "It makes me fat" when declining a food.
14. Sniffs suspiciously at unfamiliar foods.
15. Lifts a jaunty little finger when drinking from a cup.
16. Chases a few peas around his plate as an idle accompaniment to his conversation.
17. Carries off souvenirs from the table.
18. Sends crackers or bread to a watery grave in his soup.



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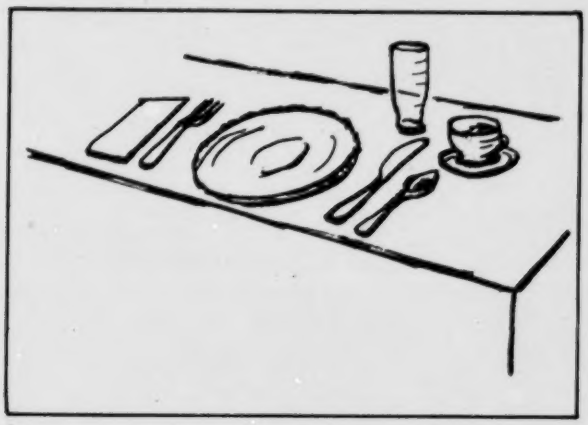
Activity No. 2

Objective: To teach the correct placement of utensils and plates in setting the table.

Materials Needed: Plate, knife, fork, spoon, glass, cup and saucer, napkin, placemats or tablecloth, table decoration.

Procedure: Give each child an opportunity to practice setting a table. Encourage the children to assume the responsibility for setting the table at home. While the knowledge and skill are important, the value of the activity is in the practical use in everyday living.

Illustration Of Proper Table Setting



Some teachers have asked children to decorate paper towels, each towel to serve as a placemat. Plastic utensils can be used to enable each child to arrange a setting on his placemat.

Comments to Teachers

Time Required: 5 minutes per child.

A note with a diagram or sketch to parents would make them aware of the activity and might encourage them to allow the child to assume new family responsibilities. The following is a suggested letter. Modify as it fits the class.

Dear Parents:

We would like your child to practice the skills that he has learned in nutrition education.

Please complete the following chart and return before _____(date)_____.

1. Knows how to set table. Yes____ No____
   (Refer to illustration)
2. Sets table every day for one week.
   Yes____ No____
3. Sets table every day for one week without being reminded. Yes____ No____
4. Contributes to a pleasant dinner table discussion regularly. Yes____ No____
5. Helps with family clean-up after meal.
   Yes____ No____
6. Demonstrates ability to clean up after a family meal without help. (Puts food away, washes dishes, cleans kitchen.) Yes____ No____
7. Other abilities. _____

_____

_____
(Parent's signature)

Thank you very much for your cooperation.

_____
(Teacher's signature)

Asking parents to comment on the table setting activity would give good "feedback." Some children find it difficult to assume responsibility for returning notes from home. A teacher might offer a small reward or recognition when a child does cooperate by returning a note from his parents.

Activity No. 3

Objective: To teach that table decorations make mealtime more enjoyable.

Procedure: Many different craft ideas can be used to provide an interesting table decoration.

Decorations can be made as part of an art lesson and used to demonstrate how to make the table more pleasant at mealtime.

Some ideas would include: a 10-inch candle in a small styrofoam base or a saucer, surrounded by greenery; fresh, polished apples in a bowl; a piece of driftwood secured to a wooden base; yarn or paper flowers; round holiday ornaments in a glass bowl.

Comments to Teachers

Time Required: Depends on the project chosen for table decoration.

Activity No. 4

Objective: To show how feelings affect eating habits.

Procedure: Copy the following statements on individual slips of paper:

1. He quarreled with his best friend before he ate his lunch.
2. His mother invited a friend to have dinner with them.
3. He broke a window before dinner.
4. He would be leaving on a vacation with his family right after the meal.
5. Her dinner was served on a beautiful new plate.
6. Her mother was working and she was eating alone.
7. Everyone was watching TV and nobody listened when he said he was hungry.

Ask seven students to select situations by drawing a slip of paper. Each student should choose as many classmates as he needs for his "mini-

Comments to Teachers

Time Required: One hour or more.

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Activity No. 4 *(continued)* | **Comments to Teachers**

drama," share the situation described on the slip of paper, and act out the situation in front of the class.

Discuss the situation and the solution suggested by the dramatic presentation. Ask the class for alternate solutions.

Discuss which negative situations could have been avoided, modified, or understood.

CONCEPT 6

Becoming familiar with new foods heightens one's awareness and appreciation of a greater variety of foods.

Activity No. 1	Comments to Teachers
Objective: To taste an unfamiliar vegetable; for example, the turnip.	**Time Required:** 30 minutes.
Materials Needed: Paring knife, cutting board, water for washing food, napkins, working area, three large turnips, salt.	Turnips are suggested for tasting, but cooked portions of meat, cheeses, vegetables, or fruits could be substituted for them.
Procedure: Pass turnips around and ask students to identify them. Encourage them to describe the food in terms of how it looks, smells, and feels. Have working area ready for the preparation of the turnips for tasting.	Assign a small group of children to do research on the turnip so that answers can be provided during discussion period.
Turnips must be washed, peeled, and cut into bite-sized pieces before serving. Let children salt and taste the raw turnips and express reactions.	If at all possible, contact the cafeteria manager to see if cooked turnips could be served on the same day as the tasting party.
Discuss the following ideas: How does it grow? How is it similar to other vegetables? What food values does it contain? What are some of the different ways the turnips can be eaten? Was your impression changed after tasting the turnip?	
If the activity is successful, repeat it with other foods.	A teacher may want to set up a tray containing a variety of foods, such as bleu cheese, avocado, rutabaga, celery, rhubarb.

Activity No. 2	Comments to Teachers
Objective: To understand how various people feel about food through role-playing.	**Time Required:** 30 minutes.
Procedure: Some parents and school lunch workers have strong feelings about wanting	

Activity No. 2 *(continued)*	Comments to Teachers
young people to develop good habits with regard to the food they eat. They would like students to both enjoy food and eat nutritious food. Ask different students to volunteer to role-play one of the following situations: 1. A mother forcing a child to eat. 2. A child cooperating with a parent and trying a new food. 3. A child refusing to eat anything on the cafeteria tray. 4. A child trying a new food after his classmates encourage him.	Discuss the feelings of the child and the adult in each of the situations.

Activity No. 3	Comments to Teachers
Procedure: Follow-up. Invite a parent, a food service manager, and two students to have a panel discussion about foods they like and dislike, about which are nourishing and which are not, and about which are attractive and which are not. Different panel members may take different points of view. Or a debate could be held, asking one child and one adult to speak on one side of the issue and another child and adult to speak on a different side.	**Resource Material:** Ellis Cradle, "Down, Down the Mountain," *Better Than Gold,* Macmillan Publishing Company (a story about turnips). The U. S. Department of Agriculture, Washington, D. C., has leaflets and pamphlets available upon request on vegetables, fruits, etc. The local Agriculture Extension Department will possibly have these pamphlets on hand.

CONCEPT 7

Planning, preparing, and serving a meal utilizes the knowledge gained in the study of nutrition.

Activity No. 1

Objective: To plan, prepare, and serve a lunch in the classroom.

Materials Needed: Hot plate, large pot, paring knife, can opener, stirring spoon, measuring cup, measuring spoons, calorie counter.

Procedure: A suggestion for a lunch is given below. Teachers and other adults should feel free to plan with the entire class or with an appointed planning committee.

Menu

Vegetable Soup
Peanut Butter or Cheese Sandwich
Orange or Apple
Cookie
Milk

Place the menu on chart paper or the chalkboard. List the Four Basic Food Groups with space for each of the foods in the menu.

Meat or meat substitute	Vegetables and fruits	Dairy products	Bread and cereals

Name a committee to list the calories and/or vitamins in the meal using a calorie counter.

Other committees which might be appointed include:

Food Collecting
Food Preparation
Table Decoration
Table Setting
Cafeteria Liaison
Parent Support
Clean-up

Comments to Teachers

Time Required: Planning: 15 to 30 minutes; purchasing or collecting food: two days; preparing food and serving meal: two to three hours.

Vegetable Soup (Serves 8-10*)

No. 2½ can tomatoes, chopped but undrained
1 tbsp. melted butter or margarine
1 small chopped onion
1 lb. ground beef (this can be eliminated if budget is small)
1 medium size can of mixed vegetables
3 cups water
2 beef boullion cubes
2 tsp. salt
½ tsp. sugar
¼ tsp. basil
½ tsp. pepper

Saute onion in butter; add beef and brown well. Stir in remaining ingredients. Bring to a boil, stirring frequently. Simmer 25 minutes.

* Multiply proportions according to the size of the total group.

Making peanut butter for the sandwiches would be an interesting project to add to this activity. To do this, add a little salt and a tablespoon of any oil that does not solidify at room temperature to a cup of roasted, shelled peanuts. Drop the whole thing into a blender. Press the button and relax. It may take some time to complete the transformation from nuts into peanut butter. Give the machine a chance and do a little stirring.

There are a variety of ways to facilitate preparing a meal. For example, a cafeteria manager may provide some of the basic foods, a parent-support committee could solicit donations, or

Activity No. 1 *(continued)*	Comments to Teachers

The table decoration committee should decide on specific plans and collect the necessary materials before the date of the lunch.

The table setting committee should approach the cafeteria staff and request the use of plates and utensils from the general supply. It could write a letter to the cafeteria manager, giving the number of plates, bowls, etc., needed and the date of the lunch; or the teacher can make special arrangements with the manager. Disposable utensils and plates are another alternative.

Allow enough time to prepare the soup and sandwiches. Some teachers have suggested making two pots of soup on hot plates to reduce the time it takes to cook in one large pot.

Ask each child to wash his hands before he prepares food. The food might be prepared as an early morning activity and eaten at the appropriate lunch time period.

each child could be assigned to provide a specific food.

The food could be purchased during a field trip to the grocery store.

If the teacher wishes, the activity could be combined with information about health ratings of restaurants, employee cleanliness, etc.

Activity No. 2	Comments to Teachers

Objective: To plan, prepare, and serve a family-type meal in the classroom.

Procedure: Ask the students to share favorite recipes with the class.

Set up a 3" x 5" file box and allow some time each day for students to copy recipes on cards for the classroom collection. Students may want to copy recipes on cards for their own personal home recipe collection. Insert cards and categorize recipes.

1. Small groups of four to six students could select a meal to prepare.

Time Required: Collecting and copying recipes: 15 to 20 minutes for three days; group planning time: 15 to 30 minutes; purchasing and collecting food: two days; preparing food and serving meal: two to three hours.

Many children have parents who work and arrive home late and rush to cook a nutritious family meal. These same parents are interested in giving their children meaningful responsibilities at home as a means of assisting their growth and development.

Other children have parents who have never had a family dinner hour.

2. List the foods they will need to purchase or collect from group members.
3. Make a list of materials and utensils needed to prepare the meal and collect from group members or cafeteria.
4. Divide the responsibility for food preparation, table setting, etc., and schedule time for preparing and eating the meal.

Older children are capable of the planning, preparation, and serving of a family meal if they are given the instruction and the practical experience.

The following recipes are given as examples of easy-to-prepare meals:

This activity could initiate a student's interest in a regular weekly mealtime preparation at home. Schools can offer students an opportunity to start a lifetime interest in and concern for good nutrition.

Canned Ham Casserole (4 to 5 people)

1 can Spam, Treet, or other canned ham
1 medium potato for each person
2½ cups milk
3 tbsp. fat
3 tbsp. flour
1 diced onion
1 tbsp. parsley (optional)
1 cup buttered bread crumbs
salt and pepper

Parboil potatoes. Melt fat and add flour, onion, parsley, milk. Heat to thicken. Slice potatoes into oven-proof dish. Add sliced meat. Pour sauce over top and spread with buttered bread crumbs. Bake about 35 to 40 minutes at 350°.

American Chop Suey

1 medium onion
1 lb. hamburger
2 cans tomato soup
5 tbsp. butter
2 cups macaroni (elbow or broken in 1" pieces)

Cook macaroni in boiling salted water until soft. Drain. Melt butter in saucepan. Add onion and cook, careful not to burn. Add hamburger and stir until well browned. Add cooked macaroni and cans of soup. Season with salt, pepper. Cook until thoroughly heated and serve. (Some sweet green pepper improves the dish and may be cooked with onion.)

Chicken-Rice Casserole

1 frying chicken, cut up
1 can onion soup
1 can chicken broth
1 cup rice

Brown chicken in large frying pan or electric frying pan. Remove chicken and add soups and rice. Blend well, top with browned chicken and simmer in covered pan until chicken and rice are done. Serve.

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CONCEPT 8

Not everything that is taken into the body contributes to the nutritional, physical, and mental health of the individual.

Activity	Comments to Teachers

Objective: To enable the student to distinguish between appropriate and harmful substances taken into the body, and to play a game utilizing group cohesiveness and competition in relationship to this.

Materials Needed: Chart paper, felt-tipped pens, 3" x 5" cards.

Procedure: Pre-activity Discussion. Tell the class that not all substances that people take into their bodies are helpful to them. Poisonous mushrooms, alcohol, and drugs are three examples of substances considered harmful to the body. They have heard about this from parents, brothers, sisters, friends, and other people. You want them to share their experiences with the group by telling something about what was eaten or used and why it should be considered either helpful or harmful. One or more people should record this information on cards and a game called "Keep On Trucking" will be played with these cards.

Give the group the following stories to demonstrate the type of "use-abuse" examples that are needed to play the game.

1. Jane ate a plate of spaghetti for lunch and then ate the piece of cake that came with her school lunch. . . . . Good News

2. Jean traded everything she had on her school lunch tray with her friends. When she finished, she had five pieces of cake to eat. . . . . Bad News

Time Required: Pre-activity discussion: 20 to 30 minutes; activity preparation: 30 minutes; game: 20 minutes.

This could also be handled as a small group activity. A writer may be needed for children who find it difficult to express themselves in writing.

When the children are sharing ideas, they will be making value judgments regarding the situation that they suggest. An adult leader can respond in at least two possible ways. (1) Ask the group or class about their feelings and come to some general agreement to determine how the greatest number of people feel. Remember that a minority might express itself strongly about an opinion, but this opinion may not represent the feelings of the total group. The teacher can offer protection to the minority for the right to hold such views. Personal opinions are usually based on one's experiences, a search for new information, values, etc. Students should be encouraged to recognize that there is much known but not acted on by adults and much unknown to be discovered. (2) Ask the group to express opinions, after which the adult leader will make the decision as to whether the situation is good or bad news.

The leader should state the rationale behind his decision if one is requested.

3. Mr. Brown came home from work and Mrs. Brown said she was too tired to fix dinner. She told him they could eat all the ice cream in the freezer and then they wouldn't be hungry. . . . . Bad News

4. Sam had a toothache. His mother called the dentist, but the dentist couldn't see him until the next day. The dentist prescribed a drug to ease the pain. Sam took the drug. . . . . Good News

5. Wendy was very unhappy. She felt that nobody liked her. Wanda told her that she should try to take some drugs and then she wouldn't worry about her feelings. She did . . . . . Bad News

Consider the following situations for use:

A good breakfast includes . . .
A good lunch includes . . .
Try new foods . . .
The effects of good nutrition on teeth, muscles, and posture . . .
The four basic food groups include . . .
A variety of ways of serving food . . .

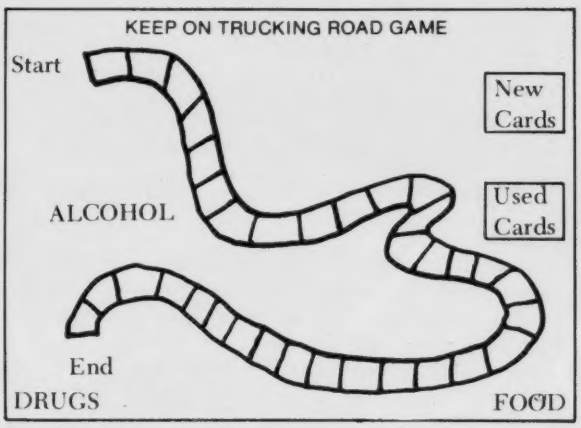
Procedure: Activity Preparation. Take chart paper and draw a playing area with 30 to 40 spaces (see illustration). Place appropriate words and decorations on the chart paper.

On each individual situation card, place a number. On the "Good News" cards, write "Go ahead 1 (2, 3, 4 or 5) space." On each "Bad News" card, write "Go back 1 (2, or 3) space."

Procedure: Game. Divide class into small groups of three to four players per team. Make a chart with the names of teams and team members. Make a play-off schedule (see illustration).

Place cards on game board. Obtain two markers to indicate placement of teams on the board.

Information About the Game:
In order to play the game, the students will need to make twice the number of "Good News" cards as "Bad News" cards. Make at least ten "Good News" cards and five "Bad News" cards.

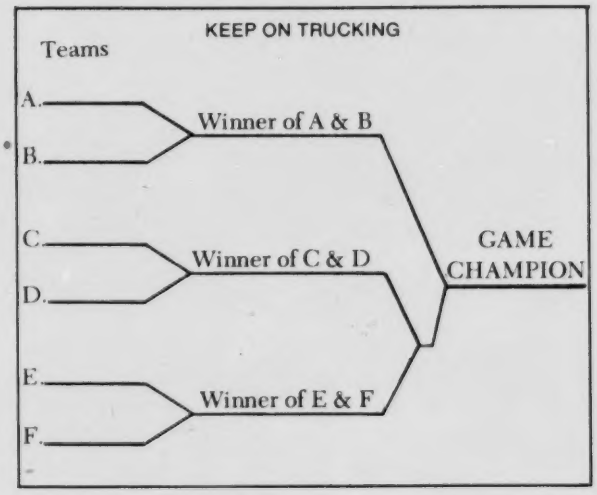


Each member of the team draws a card in sequence, reads the situation and either advances or goes back, depending on what the card tells him to do. Each time a "Good News" card is drawn, the individual moving the marker states, "Keep On Trucking," as he moves forward. Both teams should alternate taking turns drawing a card.

If no winner has reached the end of the road before all the cards have been used, turn the pile over and begin again.

Allow each team to play the opponent until a champion is declared.

PLAY-OFF SCHEDULE



The affective and cognitive responses are a valuable part of this team game, and enthusiastic participation should be encouraged.

PART TWO
PHYSICAL HEALTH

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CONCEPT 1

Human development follows a predictable sequence.

Activity No. 1

Objective: To understand the ways in which a person grows that are similar to all other people.

Procedure: Divide a bulletin board and label left side "You Were Born With" and the right side "You Grew and Learned."

Add subcategories on left:

Physical Features—eyes, ears, nose, mouth, arms, legs, skin color, etc.
Emotions—love, fear, anger
Needs—safety, thirst, hunger

Add subcategories on right (see chart for specific examples):

Birth—One
One—Two
Two—Three
Three—Four
Four—Five

Divide the class into eight groups. Assign one of the subcategories listed above. Encourage each group to illustrate and label the ideas that they have in each area. Suggestions are given.

Comments to Teachers

Time Required: One to two hours.

You Were Born With	You Grew and Learned
Physical Features	Birth — One
Emotions	One — Two
Needs	Two — Three
	Three — Four
	Four — Five

The average 6-month-old child can: sit without support; reach for object; laugh and squeal.

The average 1-year-old child can : walk; say mama and dada; imitate speech sounds; play peek-a-boo; feed himself crackers; drink from a cup.

The average 2-year-old child can: throw a ball; walk up steps; jump in place; scribble; follow two or three directions; use a spoon; remove garments.

The average 3-year-old child can: pedal tricycle; copy a circle; give first and last name; put on shoes; wash and dry hands.

The average 4-year-old child can: hop on one foot; copy +; recognize three colors; button up; play games with other children, i.e., tag; dress without supervision.

The average 5-year-old child can: catch a bounced ball; copy a circle; draw a man with six parts.

Activity No. 2

Objective: To discuss heredity and environment and to understand how they interrelate.

Procedure: Introduce the words heredity and environment. Ask students to comment on their understanding of the words.

Give students an opportunity to suggest examples of heredity and environment. For example:

A seven-foot basketball player is tall because of his heredity, but he plays a good game of basketball because of his environment, coaching, his interests, practice, etc.).

Comments to Teachers

Time Required: 20 to 30 minutes.

It should be pointed out that heredity represents the qualities and potentialities that are passed on by one's ancestors. Environment represents the social and cultural conditions that influence the life of the individual.

It is thought that:

Heredity affects the upper limits of abilities.

Environment affects what a person does with his abilities.

Activity No. 3

Objective: To become more aware of oneself and to learn to describe one's physical appearance realistically.

Procedure: Ask the class to imagine that they are going on a trip and are to be met by someone who has not seen them before. The students should write to this person and describe themselves. They can describe the clothes they will be wearing; but more importantly, they should describe what they look like. They may want to include height, weight, color of eyes. Provide a mirror for children to use if they feel they need to study their appearance before they write about it.

Ask students to read their letters to the class. The class should note the personal characteristics that each student uses in his description of himself. For example, Sandy writes:

I am five feet tall and weigh 95 pounds. I have brown eyes. My hair is brown and it is cut short in front. I am wearing a denim jacket.

Comments to Teachers

Time Required: 30 minutes.

Sometimes children hear relatives or friends say that they look like someone in the family. For example, they might say, "You have your father's eyes." Other times people refer to behavior by saying, "You act just like your smart uncle" or "You're as crazy as your cousin."

Another variation of this activity is to collect descriptions of the students, shuffle the descriptions, and then read descriptions aloud and allow students to guess who is described.

Class response:

Heredity: Five feet tall, 95 pounds, brown eyes, brown hair.

Environment: Short haircut, denim jacket.

CONCEPT 2

Growth is unique for each individual.

Activity

Objective: To measure growth and to show growth information on a chart.

Materials Needed: Pencil, paper, pupil's health record from cumulative folder.

Procedure: Tell the students that they will be preparing a chart about their growth and development.

Ask each student to write down the grades that he has completed in school in column labeled "grade," the year that he entered that grade in column labeled "year." Another column will be labeled "height" and the fourth column labeled "weight." Allow students time to compare periods in which different rates of growth occurred.

Ask the following questions:

1. Between which two years did the least growth occur?
2. Between which two years did the most growth occur?
3. Between which three years was the growth most steady?

The teacher may want to determine how the child feels about his physical development.

If children say or demonstrate by their behavior that they are unhappy about their development, the teacher may want to encourage a discussion regarding change. For example: Who can change? (A fat person can lose weight, but a tall person cannot lose height.) Do people talk about qualities they admire about other people or do they choose to "make fun" of qualities

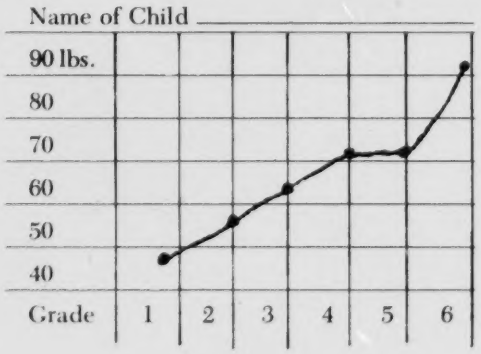
Comments to Teachers

Time Required: Approximately one hour.

Grade	Year	Height	Weight
1	1970		
2	1971		
3	1972		
4	1973		

Since a student's health record is considered confidential information, the teacher or teacher aide should take the responsibility for reading the values from the health record to each student.

Prepare two mimeographed stencils with the grade and weight on one chart and the grade and height on the second chart. Use numbers to represent the heights and weights of all children in the class. Example of weight chart (height chart made in same manner):



Children must understand that even though other children may be shorter, taller, etc., if healthy, their size is normal. A child's height and weight should be compared with his previous growth record rather than with the heights and weights of other children.

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Activity *(continued)*	Comments to Teachers

which make others unique? (Parents and teachers sometimes emphasize areas in which children demonstrate self-consciousness.)

If discussion takes place, ideas about "idealized" images could be discussed. (Bone structure, family patterns, exercise, food eaten.)

If a child notes he is very different from others or if other children make remarks or use nicknames, the situation should be handled wisely by the teacher. A teacher may use several different approaches, depending on her own style.

If children show interest and concern regarding these issues, the teacher may want to follow up with a mental health activity.

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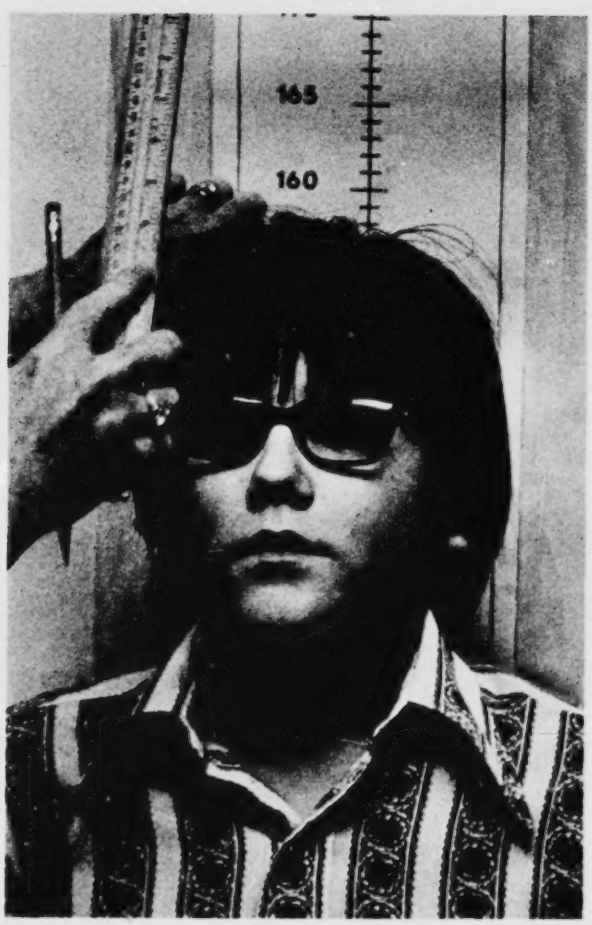

CONCEPT 3

Accidents and diseases impair health and affect the individual, his family, and members of the community.

Activity No. 1

Objective: To understand that diseases affect people in daily life experiences.

Procedure: First Session. Ask the group to explain what a disease is. Tell pupils that they have heard the names and descriptions of many diseases in their life experiences. They have had some of these diseases and members of their families have had other diseases. Tell them that this activity will test their memory.

Divide the class into two groups. Ask one member of each group to be the recorder.

Each group will make one list of all the diseases that the group members can recall. Phonetic spelling is acceptable at this stage; later the teacher can print the correct spelling beside the child's word.

Gather the class together and ask the two recorders to share their lists with the class. Record them on the chalkboard or on a poster.

Procedure: Homework Assignment: Ask the members of the class to make a list of diseases that they or members of their families or friends have had.

Procedure: Second Session. Following the homework assignment, return to the chart or list that had been recorded the previous session. For the diseases that were listed, ask the members of the class to indicate whether they had the disease on their list made at home. By reviewing each disease and adding other diseases, a tally will be given indicating how many people have contracted the disease.

Comments to Teachers

Time Required: First session: 15 minutes for group recording, 10 minutes for class evaluation; homework assignment; second session: 20 to 30 minutes.

Diseases impair health.

Some diseases are caused by microorganisms.

- **Microorganisms are sometimes called germs.**
- **Microorganisms cause acute diseases.**
- **Some examples include chicken pox, typhoid fever, syphilis, pneumonia.**

Some diseases result from specific body dysfunction.

- **These diseases cannot be transmitted.**
- **They are called chronic diseases.**
- **Some examples include diabetes, nephritis, heart disease, cancer.**

Keep a list of questions asked each time a member of the class requests information. Answer each question as completely as possible, but list the question for further investigation.

The following chart is an example of the system used to record diseases:

Colds	𝍸 𝍸 III
Measles	𝍸 II
Mumps	𝍸 𝍸 I
Scarlet Fever	II
Poison Ivy	𝍸 𝍸 𝍸 I
Nephritis	I

Activity No. 1 *(continued)*	Comments to Teachers

Some groups of people use different words to describe diseases. Keep a list on the chalkboard or make a chart with these medical expressions. For example:

"Running sugar" means diabetes.
"High blood" means high blood pressure.
"Blue baby" means congenital heart disease.

Activity No. 2	Comments to Teachers

Procedure: If time permits and the school nurse is available, ask her to visit the class and answer the questions the class asked. She might appreciate a copy of the questions that the class has asked before the group meeting.

Time Required: The time that the nurse has available and the interest shown by the class.

Ask the school nurse about poison control in the community. What is done if a person accidentally swallows something that might hurt him?

This might lead to interest in poison prevention. Students might want to investigate different toxic substances as well as suggest methods to prevent poisoning from occurring.

As part of this activity, the students could compile a list of emergency telephone numbers. The telephone directory and other community resource materials would give numbers of the fire department, police department, poison control center, doctor, hospital, parent at work, a neighbor. It should be stressed to children that dialing "0" for the telephone operator—giving their name, address, and problem—would bring immediate help.

Activity No. 3	Comments to Teachers

Procedure: Ask students to indicate interest in learning more about a specific disease. Using books and other resource materials, each student should obtain all available information. Some suggestions are given below.

Time Required: As needed.

Some groups of children are more academically productive when they combine social relationships with an education assignment. Encourage these students to work together.

1. Diseases caused by infectious microorganisms:
   typhoid fever, tuberculosis, chicken pox, pinworms, typhus fever, malaria, poliomyelitis, bubonic plague, Rocky Mountain spotted fever, measles, tetanus.

2. Diseases that are noninfectious:
   anemia, cancer, heart disease, diabetes, circulatory disorders, radiation sickness, allergy (smoke, dust, pollen), hay fever, rash from poison plants, mental illness due to stress, rickets, emphysema.

Groups or individual students may study a disease so that they or he can report to the class. A guide might be suggested for the reports. For example: How frequently do people get the disease? At what age is the disease most likely to occur? How does the person feel? How long does it last? What are the symptoms? Has anyone known a person with the disease?

CONCEPT 4

Man is concerned with the prevention, control, and cure of disease.

Activity	Comments to Teachers

Objective: To become aware of the variety of methods that man uses to fight disease.

Activity No. 1	Comments to Teachers

Procedure: This activity concerns charting the treatment and the prevention of disease. Information from Concept 3 can be used to implement this concept.

Prepare the following chart on the chalkboard or on sheets of paper for pupils.

Name of Disease	No. in group having had disease	Treatment			Prevention
		Medication	Diet	Change in Activity	

Divide the class in groups of two to six students. When the teacher or other adult needs to gather information from the small groups, the class may be handled as a total group.

The following is a list of chronic and acute problems which the class may want to consider along with their individual disease lists:

typhoid fever	obesity	chicken pox
diabetes	mumps	mononucleosis
epilepsy	lockjaw	whooping cough
diptheria	colds	poison ivy
smallpox	flu	Rocky Mountain spotted fever
measles		

Resources should be available to each group. These could be the teacher, a knowledgeable

Time Required: Depends on number of resource people and materials used. The activity could be extended to more than one session.

Healthy people feel well and they try to stay that way.

When they become ill, they try to learn all they can about the disease.

They want to cure or control the disease.

Sometime they can plan to prevent a disease.

Immunity is resistance to disease.

Immunization is the process of developing resistance to disease.

Shots are one way to immunization.

Activity No. 1 *(continued)*	Comments to Teachers
adult volunteer, a school nurse, library books, and other related health charts and materials.	Questions may arise about social diseases. Ask the school nurse for assistance to the class in securing information appropriate for their ages and interests.

Activity No. 2	Comments to Teachers
Procedure: This activity involves role-playing as an aid to understanding how diseases are fought.	**Time Required:** 45 to 60 minutes.
Tell the class they are to imagine that an explorer has just returned from Mars and announced that there are men on the planet who have the same diseases as people on Earth. The difference is that there are no doctors, nurses, or scientists on the planet who know how to fight diseases.	
They are to send a super-rocket to Mars with people to set up a hospital or clinic. They may take ten people.	
What people should go? What equipment should they take?	
Ask ten students to take the roles of these health workers on their way to the new planet.	Discuss what each person does.
They are to pretend that they are sitting in the rocket on their way to Mars. Have them role-play the scene as they tell what they will do as soon as they get to the planet.	Suggestions may include a doctor, nurse, dentist, pharmacist, dental hygienist, research scientist, health educator, nutritionist, lawyer, technician, etc.

Activity No. 3	Comments to Teachers
Procedure: Ask students to indicate interest in a specific problem or a person or agency who has contributed knowledge and skills in preventing or curing diseases.	**Time Required:** A quick survey of reference materials in the library could provide information in a minimum of one hour. A longer period could be utilized for a more extensive report.

Activity No. 3 *(continued)*	Comments to Teachers
Books, filmstrips, and other resource materials should be available for individual or small group research.	
Some suggestions are given below: Individuals: Antony van Leeuwenhoek, Abbe Spallanzani, Louis Pasteur, Robert Koch, Edward Jenner, Joseph Lister, Jonas Salk, Hippocrates, Albert Sabin, Pierre and Marie Curie, Frederick Banting, J. J. E. MacLeod. Agencies: Local Health Agency, State Health Agency, National Institute of Health, National Environmental Protection Agency, American Red Cross, American Medical Association, American Dental Association, Food and Drug Administration, Civil Defense Agencies, American Heart Association, National Foundation, American Cancer Society, National Tuberculosis and Respiratory Disease Association, American Diabetes Association.	A scrapbook or information file may be set up for information which children collect. This could be a continuing activity which students might enlarge or add to as they find additional information.

Activity No. 4	Comments to Teachers
Procedure: Construct a mural depicting health superstitions. Have students write a story or play including information on what the superstition represents, where it is practiced, and when it occurred. Include fads, customs, and questionable beliefs with the superstitions.	**Time Required:** Dependent on interest of group. Encourage students to check with parents, neighbors, and friends and list common superstitions about health, such as "Onions around the neck prevent disease."

Activity No. 5	Comments to Teachers
Procedure: Ask each student to submit one or more questions for a test on health fads, superstitions, customs, fallacies, and quackery.	**Time Required:** 10 to 15 minutes; additional time would be needed to review the questions and provide answers.

CONCEPT 5

Feelings accompany illness and good health.

Activity	Comments to Teachers

Objective: To help students understand the different feelings surrounding health and illness.

Time Required: One hour.

Procedure: Prepare a chart with the following unfinished sentences.

1. When I am well, I feel _____.
   When I am well, I act _____.
2. When I am ill, I feel _____.
   When I am ill, I act _____.
3. When I have to go to the dentist, I feel _____.
   When I leave the dentist, I feel _____.
4. When one of my parents is ill, I feel _____.
5. If one of my friends were injured, I would feel _____.
   When one of my friends was injured, these things happened: _____.
6. If I had to stay in the hospital, I would feel _____.
   When I had to stay in the hospital, these things happened: _____.
7. If the doctor told me I had diabetes and had to have a shot every day, I would feel _____.
8. If someone I knew had a disease the doctors couldn't cure, I would feel _____.
9. If I had to wear eyeglasses, I would feel _____.
10. If I had to wear braces on my teeth, I would feel _____.
    When I had to have braces on my teeth, I felt _____.
11. If I get sick at school, I feel _____.

Add or substitute other incomplete sentences that are relevant in the area of emotional reactions to both good health and illness.

Some teachers have asked children to record their feelings on cassette tapes rather than to write them down. Then the class can listen to a few tapes and class members can agree with, or differ with, the feelings expressed.

Ask each student to copy several of these sentences or pairs of sentences and add a word or phrase to complete them. While some students may think of only a word or phrase to complete the idea, other students may wish to write several paragraphs.

Encourage students to relate the changes that they made during these periods.

After this activity, the teacher may want to have a parent or health specialist come in and talk with the children about some of the feelings

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Activity *(continued)*

Students may wish to work in small groups. In this way, each student will have a chance to tell more about how he feels.

When the writing has been completed, ask each student to share his work with his group. Encourage students to listen to each other.

Encourage members of the class to ask questions about why the individual might feel the way he does. Point out similarities and differences in how people feel with regard to health, injury, and illness.

that they have identified. Children may wish to role-play their feelings. For example, a doctor treating a sick child, a child getting sick at school, etc.

8 If someone I knew had a disease the doctor couldn't cure, I would feel scared

9 If I had to wear eye glasses, I would feel like a person who had four eyes.

10. If I had to wear braces my teeth I would feel like my teeth are caged in.

3. When I have to go to the dentist I feel like it is going to hurt.

When I leave the dentist I feel brand new.

4. When one of my parents is ill I feel sad.

7. If the doctor told me I had diabetes and had to have a shot everyday I would feel very very scared.

8. If someone I knew had a disease the doctor couldn't cure, I would feel, very sad.

1. When I am well I feel ~~good~~.
When I am well I feel act happy.

2. When I am ill I feel sad.
When I am ill I act weak.

CONCEPT 6

Many health problems can be prevented through adequate health and safety practices.

Activity

Objective: To determine the adequate health practices known by students and how they may be implemented.

Activity No. 1

Materials Needed: Paper and crayons.

Procedure: Discussion. Tell the group that to play this game each child will have to write the word "yes" in big letters with a black crayon. (Tear a 9" x 11" piece of paper in half to make a good size.) Ask each child to write the word "no" with a red crayon. Make sure that the words are dark enough to be read from a distance.

Name two people in the room to be "counters." They should take their places at the front of the classroom.

Tell the group that they have heard their parents and teachers tell them what they should do to be healthy. They have also heard TV commercials tell them what they should buy. You want them to decide what they really believe is important to maintain good health. Remind them that you don't expect everyone to agree.

Comments to Teachers

Time Required: Discussion: 30 to 40 minutes; follow-up session: 20 minutes.

Check and determine whether the students understand how to participate in a discussion.

Discussion Rules

One person talks at a time.
Everyone listens to that person.
Everyone thinks about what is said.
When someone shares an idea, he must remember to stick with the subject.

The class should know that *most* means more than half the class.

A teacher has suggested that a "buddy" system be used where a lively student and a slower student could work together to collect material.

Activity No. 1 *(continued)*

Comments to Teachers

Make two charts or two lists on the chalkboard as follows:

What Most Of Us Believe	What Some Of Us Believe

The teacher may want to begin the chart with an obvious health practice, such as:

Brush your teeth.
Keep your body clean.

Write the sentence on the chalkboard so that the student can carefully consider the meaning of the statement before he votes to support it.

Some teacher screening should be done so that only good health practices are discussed and rated.

Ask the pupils what they think this might mean. When they understand the concept, ask how many people really believe that this is an important health belief and if they would do what was necessary to follow the belief.

Each child would then hold up a "yes" or "no" card.

In this way each child is forced to commit himself to a response. One counter adds the "yes" cards and the other totals the "no" cards. The statement can then be recorded on one of the two charts.

Lead class to suggest other ideas in areas, such as:

Adequate sleep
Clean clothes
Clean hair
Adequate exercise

Have students suggest at least ten statements.

Activity No. 2

Comments to Teachers

Procedure: Use the charts made during the previous activity and add two more columns. Ask the group to suggest appropriate items to include for each of the statements they initially suggested. Prepare a stencil with space

Activity No. 2 *(continued)*

Comments to Teachers

for five statements. Two examples are given, but should not be included on the prepared stencil.

Health Practices and Beliefs	Products Needed or What We Need	Services Needed or Who We Need
Brush your teeth.	tooth paste tooth brush dental floss	See a dentist every six months or when a problem develops.
Keep your body clean.	soap, bathtub, shower or water in a basin, towel, wash cloth	None

The titles used in the chart should depend on the vocabulary skills and the maturity of the group.

Make copies of charts and distribute to each individual.

One example might be given on the chalkboard to help students understand the task.

Ask each student to select five statements from the chart made in Activity No. 1 and copy them under the heading "Health Practices and Beliefs."

Encourage good questions and the discussion of relevant ideas when they are presented. Schedule another session if interest is high.

Have the students complete the chart by listing the appropriate products and services.

Evaluate the work by having each student share his chart with the class.

Activity No. 3

Comments to Teachers

Objective: To identify products that are advertised to maintain health.

Time Required: Activity: one hour; homework assignment.

Materials Needed: Magazines, poster paper (one piece to each small group).

Procedure: Divide the class into small groups. Assign one statement to each group. Have one student write that statement on the poster.

The total number should be determined by the number of "What Most Of Us Believe" statements listed in Activity No. 1 of this concept.

Activity No. 3 *(continued)*	Comments to Teachers
Procedure: Homework Assignment. Ask students to collect clippings of advertised health products or other pictures from magazines at home that relate to their statement. Remind students to ask for permission to cut pages from these magazines before they start cutting.	
Procedure: Follow-up. Paste pictures on poster and label them when an explanation will add to understanding the idea. Encourage free discussion of products or services listed on the posters. A few students may disagree with the merits of some advertised products; their arguments might produce new ideas and insights for other students.	

Activity No. 4	Comments to Teachers
Objective: To determine unsafe practices at home and at school.	**Time Required:** Pre-activity: two or three days; activity: 20 to 30 minutes.
Materials Needed: Two small boxes labeled "home" and "school."	
Procedure: Pre-activity. Tell the pupils that to prepare material for a quiz show program they will need to find some things that they believe need to be changed because they do not provide safe and healthy practices.	
When they find something, they should write it down in the form of a "Dear Ann Landers" letter and put it in the box labeled "home" if it is a home-related safety problem, or "school" if it is concerned with an unsafe school practice.	
Tell the pupils that they should make up a name to use in the signature. The student should not include his name on his paper because the class will discuss unsafe practices and not the people who have them.	The class may want to substitute "Dear Ms. Safety" for "Dear Ann Landers."

Several examples are given:

Dear Ms. Safety:

My mother takes pills for her headache and leaves the full bottle on the table.

Tony

Dear Ms. Safety:

We have rotten boards on our steps at home.

Sam

Dear Ms. Safety:

Somebody is shooting out the windows of the cafeteria.

Clara

Procedure: Activity. Divide class in two groups or appoint two committees. Each group should be named as either the home or school safety advisory board. Discuss the meaning of these terms.

The teacher or another adult should role-play the part of Ms. Safety but allow her panel or advisors to provide all the thinking skills.

The panel should take seats in front of the room with Ms. Safety. After she reads the letter, they should begin to make suggestions, offer alternate solutions and recommendations for safe practices.

The adult reading the letters and moderating the discussion can either change groups to increase the opportunity for class participation or name the more articulate students as advisors.

CONCEPT 7

Environmental concern and action is important to the physical health of the individual, the family, and the community.

Activity No. 1

Objective: To select an area, observe, and determine environmental problems and implement change.

Procedure: Pre-activity Discussion. Discuss areas near school with the class. Ask pupils to think about selecting a specific area for the class to study. It should be an area that contains something that they might like to try to remove or change. If more than one area is suggested by class members, discuss the various possibilities, and select one by popular vote.

Procedure: Activity. Divide the class into groups. Each group should be responsible for one or more of the following:

a. Making a map of the area including the streets, street names, and buildings or including the natural environment (trees, streams, open areas, etc.).

b. Determining distances between buildings, streets, etc., by counting steps.

c. Locating the following environmental problems in the area and placing them on the map.

   1. poisonous substances (gas, kerosene)
   2. plants that may cause irritation upon contact (poison ivy, poison oak, poison sumac)
   3. substances that may cause problems if inhaled (smoke, pollen, dust)
   4. contaminated substances (garbage, polluted water, animal excrement)
   5. trash (objects that have been discarded or are not being used)

A walk through the area could be made by the class or by small groups. Each group should have one or more persons with pencils and notebooks in order to record the ideas that are observed by the group members.

Comments to Teachers

Time Required: Pre-activity discussion: 15 to 20 minutes; activity: two hours; follow-up activity: two hours.

Activity No. 1 *(continued)*	Comments to Teachers

Procedure: Follow-up Activity. Discuss with the entire class the results of the observation and study of the area. Select one or more of the problems to correct.

One of the following techniques may be used:

1. Write a simple statement regarding the concern of the class to people who live in the area. Ask for their ideas and suggestions. Reproduce the statement and leave space on the paper for a response. Distribute the letters of concern to people in the neighborhood or area. Return to pick up the suggestions.
2. Write a letter about observations to a business, mayor, city or county sanitation department, or newspaper.
3. Organize a school committee to clean up.
4. Organize a neighborhood clean-up day.

Discuss the written statement with the principal before distributing it.

If any person in the area wants to know more about the activity, the principal or teacher should be able to explain its purposes.

Letters of commendation are usually gratefully received! Letters of suggestions should be carefully discussed and prepared and stated as opinions.

Activity No. 2	Comments to Teachers

Objective: To develop awareness and concern for environmental health.

Procedure: Ask members of the class to design a poster to show one aspect of environmental concern in the family, community and/or nation. Allow each person to select an idea or present the following list of rights to the class for discussion and illustration.

Time Required: One hour.

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Activity No. 2 *(continued)*

Mankind's Inalienable Rights
Paul R. Ehrlich

1. The right to limit our families.
2. The right to eat.
3. The right to eat meat.
4. The right to drink pure water.
5. The right to live uncrowded.
6. The right to avoid regimentation.
7. The right to hunt and fish.
8. The right to view natural beauty.
9. The right to breathe clean air.
10. The right to silence.
11. The right to avoid pesticide poisoning.
12. The right to be free of thermonuclear war.
13. The right to educate our children.
14. The right to have grandchildren.
15. The right to have great-grandchildren.

Comments to Teachers

A teacher suggests selection of certain "rights" to illustrate, such as numbers 4, 5, 9, 10, 11.

Underline each word that the student is not familiar with. Discuss the meaning of the word and what it means in the context of the given statement.

Resource Materials: P. Ehrlich, *The Population Bomb*. New York: Ballantine, 1968. (95 cents)

Films that may be helpful: "Poisonous Plants," "Our Natural Resources," "Yours Is The Land," "Our Part In Conservation."

For free helpful materials, ask each class member to write to: Keep America Clean Club, c/o Let's Clean Up America, Johnny Horizon, Department of Interior, Washington, D.C. 20240.

CONCEPT 8

Good health depends on knowledge and responsibility of the individual for himself and the community.

Activity No. 1	Comments to Teachers

Objective: To demonstrate the variety of factors that contribute to good health by creating a bulletin board.

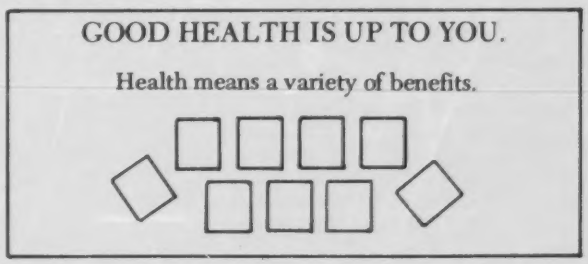
Time Required: 30 to 45 minutes.

Materials Needed: Drawing paper—size dependent on bulletin board used for activity.

Procedure: Write the following statements on separate slips of paper. Add or delete statements where they are relevant to the needs of the group.

1. Absence of illness.
2. Absence of community environmental problems.
3. Sufficient energy to work and play.
4. Ability to work and play with others.
5. Adjustment to disappointment.
6. Acceptance of failure—good sportsmanship.
7. Responsible use of leisure time, alone or with others.
8. Freedom from unnecessary worry.
9. Willingness to consider, accept, and follow good advice of parents, teachers, doctors, dentists, policemen, and the school safety patrol.

The teacher may think of a better title than "Good Health Is Up To You." Otherwise, a general title like this one will do.



Divide the class into small groups. Select as many groups as you have statements.

Place the slips of paper face down on a table and ask that one person from each group select a statement.

Groups may exchange statements if they desire.

Each group should discuss the statement and decide what type picture would best illustrate the idea.

Activity No. 1 *(continued)*	Comments to Teachers
One or more of the individuals should draw the picture and the statement should be copied to accompany the illustration. Ask each group to share their picture with the class before it is placed on the bulletin board. They should tell how they happened to select that idea, why other ideas might have been used, or why other ideas might not have been as good as the one they selected.	

Activity No. 2	Comments to Teachers
Objective: To stimulate class discussion on life expectancy. **Procedure:** Reproduce the following chart on a mimeographed stencil. Give each student a copy of the material. Have students read the page independently or as a group, underlining all words that they do not completely understand. Review the meaning of these words and the context in which they are used. Read the page for content and have each student indicate the number of years as given in the questionnaire.	**Time Required:** One hour. The information presented is based on some characteristics and practices that contribute to a long life. It is to stimulate discussion. Discuss relevant ideas and myths as students read through the material. The activity should stimulate questions regarding why specific habits, practices, and environmental considerations would tend to lengthen or shorten life.

HOW LONG WILL YOU LIVE?*

Basic Life Expectancy

Year Born	Men	Women
1880-1900	35-40	37-42
1901-1910	48	51
1911-1920	51½	56
1921-1930	58½	62
1931-1940	60½	66½
1941-1950	65	70½
1951-1960	67	74
1961-	67½	74½

Your Basic Life Expectancy _____ Years

Family History: Add 1 year for each grandparent that you have that is still alive.

New Total _____ years

Marital Status: If you intend to marry by age 25 and stay married, add 5 years. If not, subtract 1 year.

New Total _____ years

Where You Live: If it is in the country or a small town, add 4 years. If a city, subtract 2 years.

New Total _____ years

Family Environment: If you intend to have regular medical check-ups and regular dental care, add 3 years. If you think you will frequently be ill, subtract 2 years.

New Total _____ years

Economic Status: If you think you will be wealthy or poor most of your life, subtract 3 years.

New Total _____ years

Your Shape: If you are overweight, subtract 1 year for every 5 pounds you are overweight. For each inch your waist measurement is larger than your chest measurement, subtract 2 years.

New Total _____ years

Exercise: If you get some exercise every day, add 3 years. If you exercise vigorously each day, add 5 years.

New Total _____ years

Disposition: If you are good-natured and easy to get along with, add 1 to 5 years; if you think you are nervous and get angry easily, subtract 1 to 5 years.

New Total _____ years

Alcohol: If you plan to drink a lot when you are an adult, subtract 5 years. If you plan tc get drunk at least once a week, subtract 10 years.

New Total _____ years

Smoking: If you plan to smoke cigarettes, pipe, or cigars as an adult, subtract 3 years.

New Total _____ years

* Adapted from an exercise by Robert Collins, Coordinator for Health Education, Bellevue (Washington) Public Schools. Published in *Harper's* magazine, June, 1973.

PART THREE
MENTAL HEALTH

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CONCEPT 1

Mental health depends a great deal on self-concept; how the individual sees himself is the basis for growth and development in mental health.

Activity	Comments to Teachers

Objective: To evaluate how the individual feels about himself; to determine the areas in which he might change, and how he might initiate that change.

Materials Needed: Reproduce test on a mimeograph machine or duplicator.

Procedure: Tell the pupils that they are going to take a test, but it will be different from any test they have ever taken. They will be testing themselves, and they are the only ones who will know the right answers.

Distribute papers and explain that "I'm O.K.—Not O.K." refers to parts of themselves that they think are O.K. and others that they don't think are O.K. Everyone will check some "O.K.'s" and some "Not O.K.'s." People who can't decide or don't know an answer will check the "Don't Know" column.

When they check the "Not O.K." column they could write down the person whom they think says or feels that it's not O.K. It may be them, their mother, father, teacher, or someone else.

Tell the class to mark the answers after they are discussed so that individual questions can be asked and answered.

The following questions and explanations might be given:

I. **Body Build.** Do you think your body build is O.K.? Do you think you are too fat or too tall or too short or your bones or muscles are too thick or too thin? Remember, you don't have to say what you think is not O.K.; you may say

Time Required: Activity: 30 to 60 minutes; follow-up activity: individualized—10 minutes per person, small group activity (4 to 6 people) —20 minutes.

Everyone is good at some things and not good at other things.

No one is good at everything or poor at everything.

Some people think they are all good or all bad, but human beings are just not created like that.

Teachers have suggested the following procedures: 1. Discuss each item briefly on the chart before the pupil makes his choice. 2. All the children mark their choices and the papers are collected. A discussion can be held about how the children felt when they completed their charts. Children will volunteer reasons why people may not feel O.K. about themselves. 3. Recognize that although we don't all talk about things that we feel are not O.K., it can help to know there are many people who feel this way.

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Activity *(continued)*

that someone says something is not O.K. about it.

Clothes. No one thinks his clothes are O.K. all the time. If you think your clothes are O.K. most of the time, mark "O.K."

Sex. This refers to whether the person is a boy or girl and whether he thinks this is O.K. or not O.K. For example, if you are a girl and your father either says or acts like he wanted you to be a boy and you are sorry you were born a girl, you would check "Not O.K."

Blood Type. (This was included to encourage members of the class to consider types and mark "Don't Know" or "O.K." if they have had no problems with their blood.)

II. Mind: Intelligence. If you think that you're smart enough to do the things that you have to do and like to do, mark "O.K." If not, mark "Not O.K."

Achievement. This has to do with how you use your brain. For example, if you think you have good ideas and you draw interesting pictures or write stories using those ideas, you would check "O.K." on achievement. But if you daydream and your mother always tells you that you are wasting valuable time, check "Not O.K." and write "mother."

Collect individual papers and redistribute to each person for follow-up activity.

Procedure: Follow-up Activity. This should be individualized when resources are available or it can be worked with small groups of from four to six students.

Child and teacher or resource person should review the self-test. They may discuss a few of the general things that are listed in either the "O.K." or "Not O.K." categories.

Comments to Teachers

Elementary counselor, community mental health worker, or trained mental health volunteer would be excellent for this activity. Volunteer parents of children in the class should not direct the activity because the information should be treated as confidential and some parents may not understand how important this may be to individual children.

Activity *(continued)* | **Comments to Teachers**

Teacher or resource person should ask the child if there is anything that he would like to change from being "Not O.K." to "O.K." After he identifies the specific area, ask him if he thinks it can be changed and, if so, how. If he indicates more than one thing, ask him to decide on the one that is the most important to him. If he indicates something that he can't change, ask if there is something that he feels he can change. Help the child be as specific as possible. Also, ask how much time he thinks he might need to make the change.

The evaluation sheet would look something like this:

Self-Contract For Change

Change wanted: _____

_____

How it will be done: _____

_____

Time needed: _____

Date: _____ Signatures:

_____ (student)

_____ (teacher)

Two copies should be made and signed. One copy of the contract should be given to the student, while one copy should be retained by the teacher, mental health counselor, or resource person.

A follow-up should be scheduled whenever possible to see how many goals were reached. When success was not achieved, did the student become more self-critical, frustrated, and unhappy? Such individuals should be considered for additional assistance.

The student, the teacher, or both may decide after the contract is signed that it is inappropriate and "won't work." Allow reasonable substitutions to be made and new contracts to be written. Ask the student to state a reason for terminating the old contract. For example, one student may decide that he has no friends and wants to make one new friend each week. When he finds this is not realistic, he may state this and ask for a new contract in which he decides that he is going to make one good friend and participate in at least one activity with him each week.

Keep all contracts and review them with the individual students when time permits.

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THE "I'M O.K.—NOT O.K." TEST

	O.K.	Don't Know or Can't Decide	Not O.K. and Who Says So
I. BODY			
A. How I Look			
Build (height, weight)			
Hair			
Skin Color			
Face			
Eye Color			
Clothes			
B. How I Function			
Sex (Boy or Girl)			
Blood Type			
Seeing			
Hearing			
Lively, lots of pep			
II. MIND			
A. How I Think (intelligence)			
B. How I Work (achievement)			
III. BEHAVIOR			
A. What I Do (habits)			
B. How I Feel About Things (attitudes)			
C. How I Practice and Improve (abilities)			
IV. FAMILY AND OTHER PEOPLE			
My parents			
My brothers and sisters			
Other people who live with me			
How I feel about my neighbors			
How I feel about other races			
How I feel about different religions			
V. SCHOOL			
Principal—How I think of him.			
Teacher—How I think of her.			
Classmates:			
older			
younger			
boys			
girls			

CONCEPT 2

The individual is unique with regard to his behavior and feelings.

Activity No. 1

Objective: To help the child understand more about himself by making a personal notebook.

Materials Needed: Notebook paper, wire clamps, construction paper for notebook cover.

Procedure: Have children start notebooks or scrapbooks about themselves. The following questions are examples that can be used. Place the ones chosen, one on each page of the book.

- What games and sports do you like best?
- What things do you like to make or collect?
- What interesting places have you visited or would like to visit?
- What would you like to learn to do?
- What are your favorite books or magazines?
- What is your favorite TV program?
- What kinds of movies do you like best?
- If you could have two wishes and have them come true, what would they be?
- What do you usually do after school each day?
- What do you do to help around your house?
- Do you take lessons of any kind after school? What kinds of lessons?
- How many people are in your family? Give the ages and some information about your brothers and sisters.
- What would you like to do or be when you grow up?
- Do you ever feel angry, frightened, shy?
- What makes you happy?
- What things do you do well and what things do you not do well?
- Close your eyes for several minutes. What sounds do you hear? Tell something about them.
- Think about your home. Make a list of things you would miss if you moved away.
- Think about a time when you felt lonely. What happened to make you feel that way? What happened to change your feelings?
- What do you do when you want to have a really good time?

Comments to Teachers

Time Required: Approximately 30 minutes of class time to begin project. A time limit could be set for children to complete their booklets, or time could be set aside on several occasions to discuss the progress they are making.

This could give the teacher a unique opportunity to help children gain insight into their own personalities. They could see how they are distinct human beings with many varying talents and weaknesses. If the teacher can handle the discussion with sensitivity, she will be able to help her students accept themselves and others as people of worth.

If the students would like, they might share the information in their booklets with others in the class. They will be able to find who has common interests, likes, and dislikes.

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Activity No. 1 *(continued)*

- Did you ever have to accept disappointment? Tell something about it.
- What does simple, everyday pleasure mean to you? Tell about one that you enjoy.
- Did you ever laugh at yourself? What happened?

Ask children to suggest any other questions that they might like to explore about themselves. Tell them to leave plenty of space after each question as they will want to add to their booklets from time to time. They will also want to make individualized covers for their booklets. Some may want to paste a school picture, a drawing of their favorite sport or hobby, etc., on the cover. As the students make their booklets, they will begin to get a very good picture of themselves.

This would be a good time to discuss feelings with students. Lead the class to discuss their similarities and differences. Let them see that they all contribute in different ways to the class and other groups to which they belong.

Talk about how the class is richer and more interesting because of different types of people.

Comments to Teachers

Activity No. 2

Objective: To understand the personal characteristics of well-known people and compare their contributions.

Procedure: Students could select biographies of famous people, i.e., Thomas Edison, Helen Keller, Ralph Bunche, Abraham Lincoln, John Kennedy, Roy Campanella, Mary Tyler Moore, Albert Einstein, Alexander Graham Bell, Joe Louis, Martin Luther King, and others they suggest. They could compare the wide ranges

Comments to Teachers

Time Required: Allow adequate time for students to research the lives of the assigned personalities. Discussion: 30 minutes on two occasions.

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of their environments, physical handicaps, intellectual abilities, and see how each makes a unique contribution to the world.

To provide additional understanding of the chosen person, the students could write and present a one-act play.

Resource Materials: Biographies on all the suggested personalities are found in the libraries. At this printing, a published biography of Mary Tyler Moore is not available. An article describing Miss Moore's physical struggle is found in *Good Housekeeping,* January 1971; additional information is available from the American Diabetes Association.

CONCEPT 3

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The individual is a member of a group and relates to that group through his behavior, his attitude, and his interests.

Activity No. 1

Objective: To demonstrate the decision-making process and to understand that people make decisions that are similar to decisions that other people make.

Materials Needed: Paper, pencil, felt-tipped marker.

Procedure: Ask the students to take a piece of paper and write down all the things that they know that they like to do. Tell them that they will have five minutes to complete the task and each person should have at least five activities listed. Ask them not to write their names on their papers. Students may disguise their handwriting.

Collect the papers and ask a small group to use them in a bulletin board display.

Procedure: Guessing Game. Ask the students to review the papers on display and try to identify the people by the activities that they have indicated special interest in. They might want to guess which classmate was responsible for each list. Have each student indicate his guess by placing the name of the person he thinks wrote the activities, followed by his own name in parenthesis.

Michael (Jane)

Procedure: Follow-up. Indicate to the class that people make decisions all the time. Some decisions are easy to make while others are harder.

Time Required: Activity: 30 minutes; guessing game: one to two days of free time; follow-up: 20 minutes.

People are identified by many characteristics. For example:

Appearance
Behavior
Attitudes
Interests

If the teacher chooses, the papers can be collected, shuffled, and redistributed to class members. The teacher should be sure no one receives his own paper. Each child can be asked to read aloud from the paper he has and guess whose it is. If his guess is not correct, other class members may try to guess. Time should be allowed to enjoy guessing and for children to enjoy hearing the interests read.

Activity No. 1 *(continued)*

It is easy for most students to tell about the activities that they enjoy.

Read each list and ask the student who wrote the list to identify himself. Write the name on the paper with the felt-tipped marker.

Comments to Teachers

Emphasize similar interests among class members. For example:

Bicycling: Beth and Bennie

Activity No. 2

Objective: To understand the value of good decisions and how other people affect individual decisions.

Materials Needed: Writing and/or drawing paper, crayons, and pencil.

Procedure: Tell the students that you want them to think about decisions that are wise and those that are not wise. Ask each student to think of a person. The person could be either real or fictional.

Ask each student to write a paragraph or a story and draw a picture to demonstrate:

A wise decision.
A decision that was not wise.

Have students share their ideas, drawings, and stories with the group.

Ask the students to think about this question:

What are some decisions that you might make which would bring you a great deal of happiness?

List one goal in each of the following categories:

1. A goal which you and your family share.
2. A goal which you and your family do not share. Whose goal is it? Yours or your family's?

Comments to Teachers

Time Required: Approximately one hour.

This is a difficult assignment because the same act might be wise one time, but not wise another time. For example, carrying an umbrella is wise when it rains; but it is not as wise when it doesn't rain.

Role-playing some situations may be interesting to the class. A small group could role-play a situation where a child makes a decision or where parents make a decision about the child. The role-playing could be discussed as to why a decision seemed wise or not wise.

There are two different kinds of decisions that are made.

1. **Decisions to do something.**
2. **Decisions to not do something.**

Some decisions may benefit the person, while others may lead to practices that harm the individual.

Another way to look at decision-making is when a person decides to do one thing, he also decides not to do another.

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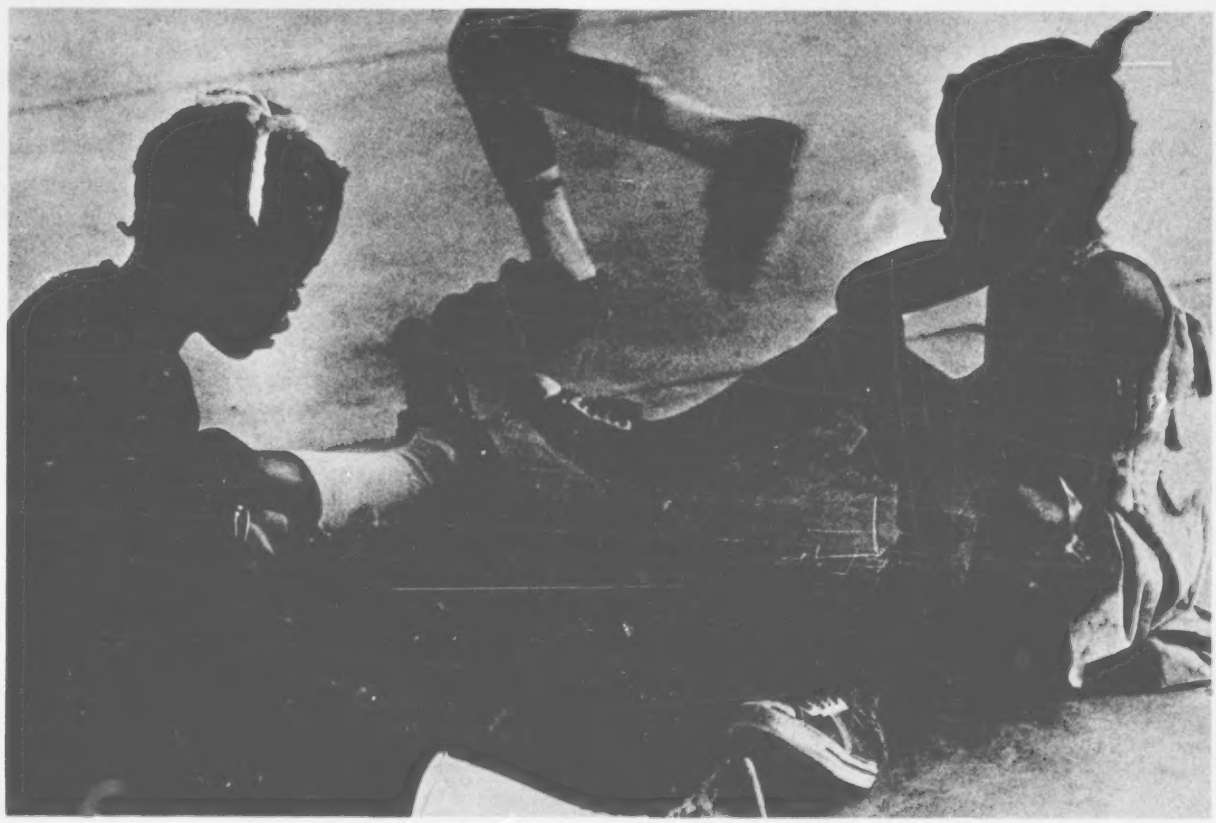
3. A goal which you and your friends share.
4. A goal which you and your friends do not share. Whose goal is it? Yours or your friends'?

Another activity very similar to the above is suggested by five questions from *The Charlotte Observer* (2-14-74). Each student could be asked to write his reply to the following questions:

1. What is a friend?
2. Are you different from your friends?
3. Good friends may not always agree on everything. What happens when you disagree?
4. Are you entitled to your opinion?
5. Should you like and respect your friends even if they disagree with you and what you do? Tell why.

Every child makes some decisions on his own, but many decisions which affect him are made for him by parents, teachers, friends, etc.

Goals and decisions are influenced by what a person knows about something, how a person feels, and by what other people encourage him to do or not do.



CONCEPT 4

Understanding and accepting differences in people is the basis of good human relationships.

Activity	Comments to Teachers

Objective: To understand and appreciate that all people have both positive and negative qualities and to accept people on that basis.

Procedure: Divide the class into two sections. Tell them that you are going to give them a subject to consider and a special way that you would like them to think about the subject.

Write the word "mother" on the board. Tell the class that there are very special qualities mothers have and there are also things mothers do that children don't like very much. Tell each group that they are to think about one situation in which their mother did or said something that made them very happy. Then the group should think of an incident in which their mother did or said something that made them very sad or angry.

Several students from both groups may be asked to volunteer their ideas.

Repeat the procedure already described, writing "father" on the board. Tell each group that they are to think about one situation in which their father did or said something that showed that he had trust in them. Then the group should think of an incident which their father showed that he did not trust them.

If the students present new ideas and enjoy the opportunity to share facts and feelings relating to both the positive and negative qualities of people, the technique may be used to discuss other human relationships, such as:

A teacher . . . when she expects you to do a good job and when she does not expect much of you.

Time Required: 30 minutes per session; number of sessions determined by success of activity and interest of the class.

Instead of making arbitrary groupings, the class may want to divide themselves depending on the issue that is identified.

If each group can sit together, it will be easier to identify the different groups.

Ask the students to close their eyes, put their heads down, or use another technique to reduce visual distractions. Tell them that when they have an idea in mind they should open their eyes or raise their head and the discussion will continue.

The teacher or adult leading the discussion should accept the ideas, asking the individual to clarify his ideas if necessary. The leader should offer sincere praise and encouragement to each student who shares an idea from his own personal experiences.

The same procedure for sharing ideas should be followed.

This activity can be divided and presented as more than one session. Issues and problems may be discussed that need to be followed up in another group session, or an individual may be given time to "just talk" with the teacher or other resource specialist.

Activity *(continued)*	Comments to Teachers
A friend. . . when he feels good about himself and when he doesn't like himself very much. An adult. . . when he makes you feel good by just saying hello or smiling and when he doesn't make you feel good. A student . . . when he does his best and when he doesn't want to do anything in school.	These are suggestions. Many teachers will be aware of other examples that will be more meaningful to students in the class.

CONCEPT 5

Recognition of mental health problems is the first step in seeking assistance and treatment for the illness.

Activity	Comments to Teachers

Objective: To become aware of some of the symptoms of feeling badly about oneself and to distinguish them from healthy behavior.

Time Required: 30 to 40 minutes.

Materials Needed: Teacher-made set of 3" x 5" cards.

Procedure: Explain to the class that they will be playing a game in which they will be asked to identify whether a person's behavior is "normal" or "not normal."

Two students will be "It" and will leave the room while the class discusses the idea that several of the class members will role-play. When the two students return to the room, they should be given seats in front of the class. When the acting is completed, they may discuss what they saw, then indicate whether they think the individual's behavior is normal or that he may have a mental health problem.

The teacher should copy the suggested situational scenes on cards. The activity could be extended to use as many examples as the class is interested in.

Children or the teacher should select the people to do the role-playing. The teacher may set a time limit.

Situations	Cast Needed
1. A mail man is delivering mail. He knocks on doors of homes and excitedly tells people what he thinks they are receiving. When he thinks the news is good, he's happy; when he thinks the news is bad, he cries.	mailman two or three home people

Situations can be changed or modified to meet the needs of the group. Small groups of children could write additional cards on normal or problem behavior.

Activity *(continued)*

Comments to Teachers

Situations	Cast Needed
2. A child comes home from school and kicks the dog, fights with his brother, and tells his mother that that nobody likes him.	child dog mother brother
3. A mother sits in a chair and watches TV. When her baby wakes up and cries, she gets the baby a bottle and takes the baby outside to play.	mother baby
4. A woman is vacuuming her rug. She sees a spider on the rug and runs out of the house. She goes to a neighbor's house and calls up her husband on the phone and tells him that she will never go back into the house again.	woman neighbor
5. Three children are playing a game of checkers when father comes home from work. He tells them to get out of his way because he has been working hard all day.	three children father
6. A child is asleep when mother tells him to get up. The child is sleepy but gets dressed, eats breakfast, and goes to school.	child mother

The teacher should name one child to select a card. The child or teacher should read the card.

The pair of children outside the room should be invited back; and after they take their seats, the role-playing should begin. At the conclusion of the scene, the pair of children should discuss whether they think they saw normal behavior or behavior that indicated a problem. When they announce their decision, they should tell why they made the decision that they did.

The teacher should give any additional explanations that would help the class understand the normal behavior or the behavior problem.

If time and interest allow, a discussion could take place around the question of alternatives. What else could the characters in the role-playing do? Are there several choices, each one acceptable? The teacher may help children understand that there are several choices of action in most situations.

CONCEPT 6

Death and other forms of personal loss are a part of life. Learning to accept these experiences is an essential part of mental health.

Activity	Comments to Teachers

Objective: To understand how an individual might cope with loss by considering a variety of situations.

Materials Needed: 12" x 24" drawing paper, crayons.

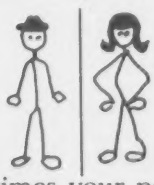
Procedure: Pre-activity Discussion. If possible, use this activity at an appropriate time after a child has experienced a loss. Tell the class that everyone has lost someone or something or knows someone who has lost someone or something. You want them to take a little time to talk about it.

Tell the students that they are going to be part of a group that will draw a series of pictures explaining how a person feels about loss.

Draw a symbol on the chalkboard for each of the following groups. Explain the symbol as follows:

Death. Sometimes someone in your family or someone you know dies.

Death. Sometimes your pet or an animal you love dies.



Divorce or separation. Sometimes your parents decide they don't want to live together and you have to make changes, too.

Time Required: Pre-activity discussion: 15 to 30 minutes; activity: one hour or the individual stories can be done several at a time on a daily basis.

The teacher or leader of this activity should review it completely and feel comfortable using it. If this is not possible, a counselor or volunteer might be asked to conduct the activity.

Everything that is alive was born at some time.
That person, animal, or plant will die at some time.

There are many ways of losing people we love.
Sometimes they choose to leave.
Other times they must leave.
Sometimes we choose to leave.
Other times we must leave.

Life is made up of coming and going—in big ways and small.

Growing up means some of these changes—getting and giving up.

Activity *(continued)*	Comments to Teachers

Leaving. Sometimes a family member or friend is forced to leave. It may be due to work, an illness, an accident, or sometimes a prison sentence.

Moving. Sometimes people leave neighborhoods and families and friends they love.

When group membership is not evenly distributed, ask several children to volunteer to change categories. Drop the category if it seems to present too many problems.

Ask each child to think about the one he knows something about. He may write his name under the category he chooses.

Procedure: Place a group of chairs in front of the room.

Have enough chairs for the largest group and the teacher or storyteller.

Tell the class that each group will draw the pictures to illustrate a story that will be told.

Ask Group I to take their seats in front of the class. As the story unfolds, the teacher can distribute one or more pieces of paper with a key word, phrase, or sentence to each child in the group.

Basic Story

Once upon a time there was a *girl* named *Ann. Her mother was visiting her grandmother because grandmother was ill. One evening Ann's mother called to tell her grandmother had died.* (Picture 1)

The Basic Story can be used for each story situation, changing only the italicized words as needed.

Ann didn't believe it because she loved her *grandmother.* (Picture 2)

Ann and her family were very sad and some of the members of the family cried when they

thought of how much they would miss *grandmother*. They even felt a little angry at *her* for having *died* and left them. (Picture 3)

Then they began to talk to each other and share their feelings. It was hard to put some of their feelings into words. They talked to other people and these people seemed to understand how sad and unhappy they were. (Picture 4)

Time passed and things changed. They still thought about *grandmother*. But they remembered the special things about *her* and the good times they had together. Those were good memories and they stayed with *Ann* and her family because good memories never go away. (Picture 5)

Consider using the title of an appropriate helping person here. There are helpers around us such as family, neighbors, old friends, friends of the loved one, new friends whom one meets because of the loss, teachers. There are trained helpers such as psychologists, psychiatrists, ministers, nurses, social workers, mental health clinicians.

Repeat the Basic Story making the appropriate changes, such as:

Story No. 2—Bob and his dog Rover. Rover was hit by a car and he died.

Story No. 3—Carol and her parents decided that they didn't want to live together anymore. Her father would move out and Carol wouldn't see him every day. (Continue to modify this story as necessary. Be sure to acknowledge that some children continue to see the absent parent regularly and other children do not.)

Story No. 4—David and his father. (Use an appropriate example here.) Some classes have one or more children whose fathers are serving hardship tours in the armed service. Other classes have children whose parents have broken laws and are serving sentences in penal institutions. While children react to these situations uniquely, there are still typical reactions to the loss that all children should try to understand.

Grief and sadness following loss are important emotional experiences.

People should allow themselves an opportunity to show this.

It may take some people longer to show this than others.

People show sadness in different ways.

Accepting changes means that the energy used in expressing grief and sadness is used in a different way.

Involvement with people and activities are ways that most people choose as they continue to live satisfying lives.

Activity *(continued)*	Comments to Teachers

Story No. 5—Lisa and her family had to move. (Use an appropriate reason based on the experiences of the children in the group.)

Staple books together and allow the class to look at these books over a period of time or provide a period at which each group shares their book with the class as they again review the sequence of reaction and readjustment to loss.

Procedure: Follow-up. As a follow-up activity, ask each student to write one or more paragraphs telling what the individual or the individual and his family did as they became interested and involved in activities and relationships.

The teacher may want to discuss later some of the ways the class and children have experienced giving up and getting, losing and gaining, grieving and rejoicing. If the teacher has a discussion about the common experiences the class has had, some of this information may come out. For example, has a class member moved away? Has a new one moved in? Has a teacher left school during the year? Has a new teacher come in? Has a member of the class lost a family member this year? Has anyone gained a new family member? By reflecting on some experiences, the teacher may be able to help children develop a little perspective on these life events and to accept some of them and go on.

One teacher reported that several losses were discussed in her class. One foster child was adopted and moved away; the class guinea pig and a goldfish died; one father was "jailed" several times. The class discussed how such news made them feel. The good things they share were also discussed: how good to be adopted into your own home; how much they had all enjoyed the pets in the classroom; how good to get out of jail.

Many children—especially boys—feel that crying is bad or they are not sure if it is O.K. to cry. A discussion of crying could help children accept that sometimes crying is a good thing to do, that very grown-up people like parents and teachers cry sometimes.

CONCEPT 7

Children and adults need to become aware of the mental health and physical health resources in the community.

Activity	Comments to Teachers

Objective: To become familiar with some of the individuals and services that are available in the community and state.

Activity No. 1	Comments to Teachers

Materials Needed: Paper—approximately 12" x 24".

Procedure: Pre-activity Discussion. Ask class what people and places give help to those who have physical and mental problems. Make a list on the chalkboard.

People	Places
Dentist	Hospital
Doctor	Clinic
Nurse	Child Guidance Clinic
Psychologist	Developmental Evaluation Clinic
Social Worker	Health Department
Psychiatrist	Social Services Department
Homebound Instructor	School
Aides	
Volunteers	
Rescue Squad	

Discuss what these people do. Ask students to give examples from their own experiences.

Procedure: Activity. Assign one "name" or one "place" to each person. The class may be divided into small groups of two to three people.

Ask each student or group to draw a picture of the person or place they were assigned.

Time Required: 30 minutes.

Encourage students to use the yellow pages of the telephone directory or other community resources material.

Children from rural areas or neighborhoods with limited resources may not be familiar with many of the specific terms here. The teacher should use as many of the terms as the child is familiar with and introduce as many new ones as the child might be able to learn about.

Activity No. 1 *(continued)*	Comments to Teachers
When the pictures are completed, a statement should be made relating to each picture. The pictures should be stapled together (scrapbook style) and a title given, such as "Help Comes From Many People—Know Where to Go."	Teachers may need to assist students with the statements when they have difficulty expressing themselves.

Activity No. 2	Comments to Teachers
Procedure: Divide the class into groups of four to six. Ask each group to choose one of the helping "people." They should create a scene and role-play the type of work that the helping person might do. They might need to ask other students to join them for the presentation if they create more characters than they have people in their group.	**Time Required:** 45 to 60 minutes. Time should be allowed for the groups to discuss the general idea of the helping role before acting out the dramatic scene. Discussion could help children explore how the characters (such as the parent, the doctor, the child, the brother, etc.) feel.

Activity No. 3	Comments to Teachers
Procedure: Ask the class to consider each of the health specialists described in the pre-activity discussion. Each member of the class should select a partner to work with. The pair of students should select one of the resource people or community agencies and describe it by writing a riddle. The riddle should contain at least three specific statements followed by the question, "Who am I?" For example: I discuss people's feelings with them. They tell me what they want to do. They decide how they are going to do it. Sometimes I make suggestions. Who am I? (a psychologist)	**Time Required:** 10 minutes to write riddles; 30 minutes to share them with the total group. Students may want to write more than one riddle. The activity can be repeated if good ideas are presented and if interest is high.

Activity No. 3 *(continued)*

Comments to Teachers

After each pair has written one riddle, ask one of them to individually read it to the group. The group can guess the identity of the resource person or community agency.

Activity No. 4

Objective: To understand that there are physical health and mental health resource people in the community who are not full-time professional specialists.

Time Required: 30 minutes.

Procedure: Ask the class to name people in the community who provide services in the area of physical and mental health, but are not paid for these services.

List those people on a chart or a chalkboard with one or more of their specific roles. Several examples are listed below.

Person	Role
Mother	Provides transportation to doctor or dentist; cares for family when ill.
Teacher	Listens to problems in classroom; makes suggestions to families on how to help their child.
Friend	Listens to one another; discusses different ways of solving problems; finds mutual activities and interests.
Minister	Counsels members of his congregation and community about decisions that have to be made.
Scout Leader	First-aid instruction; provides leadership training and teaches civic responsibilities.
Rescue Squad	Volunteers time to assist people in emergencies.

Good health care comes from a variety of sources and people.

Professional care-givers provide for only part of our health needs; people around us every day help us stay healthy.

The teacher may want to secure booklets or flyers from helping agencies in the community. Information is usually available from newspaper feature articles, etc. A clipping file could be started in advance of this activity so that resources would be available.

Children may know persons (parents, adult friends) who could be invited to come to class and describe what they do. Also, the librarian may know of filmstrips or illustrations that could be shown.

CONCEPT 8

Happiness and a good life are related to progressive growth and development in physical and mental health.

Activity	Comments to Teachers
Objective: To understand the interrelationship of physical, social, and sexual development and a well-balanced life.	**Time Required:** Film: as needed; follow-up discussion: 20 to 30 minutes; additional discussion periods may be scheduled if necessary.
Materials Needed: Films, paper, and pencil.	Teachers may choose to place girls from two or more classes in one group for the film presentation and boys in another group. Some teachers may feel more comfortable if a guidance counselor, a male teacher, or another resource person is present to show the film and conduct the classroom discussion.
Procedure: Select a film which relates to the objective and which would be appropriate for class level. Preview and show the film to class.	It would be helpful to have a chart or a diagram of the reproductive system available to use when giving a detailed explanation.
After the film has been presented, ask all students to write down the questions that they would like to ask. Allow approximately five minutes for these questions to be recorded. Collect and place them in a box.	If questions are generated related to the open discussion and the leader is comfortable answering them, continue in this manner. An additional discussion can be scheduled at another time.
Draw questions from the box, read them, and answer them as completely as possible.	Students may discuss their feelings related to physical, social, emotional, and sexual development.
Allow students to ask additional questions related to the discussion.	A teacher or group of teachers should know local policies and customs in planning this activity. It is also important to involve administrators and parents in planning. In some locations parent's permission should be secured before his child views sex education films. Some parents wish to view the film in advance of or with their children. Suggestions from parents can help teachers and children.
Within the context of development, students who are or who will soon mature sexually should be aware of contraceptive materials. The school nurse, local public health director, physician, or other resource person may be asked to present information about sexual maturity and answer relevant questions.	
Each individual needs to accept the responsibility for his own behavior. Physical, social, emotional, intellectual, and sexual development are important aspects of growing and maturing.	

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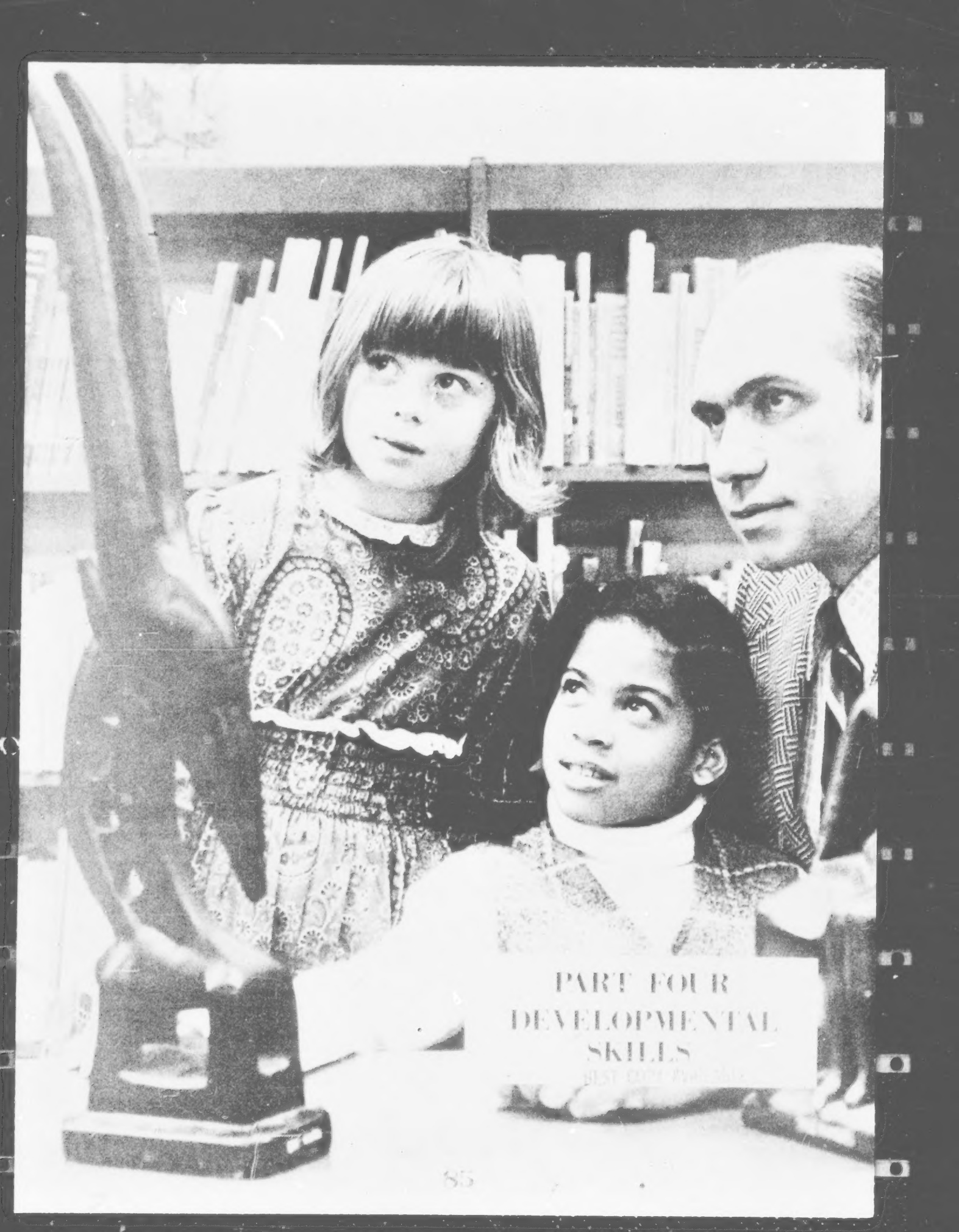
Activity *(continued)*	Comments to Teachers

Resource Materials: Films may be secured from the State Board of Health Film Library, Raleigh. Secure catalog before ordering; preview film before showing.

Pamphlets: "Getting to Know Yourself," Mary Morgan, Campana Corporation, Batavia, Illinois. (Talks with girls about innerself, menstruation, sanitary protection.) "The Miracle of You," Life Cycle Center, Kotex Products, Kimberly Clark Corp., Neenah, Wisconsin. (More detailed than previous pamphlet. Discusses reproduction.) "A Boy Grows Up." North Carolina Board of Health, Raleigh. (small fee) (Discusses how a boy grows up, with illustrations and discussion of the male and female reproductive organs.) "A Boy Today, A Man Tomorrow," North Carolina State Board of Health, Raleigh. (Covers much the same information as previous pamphlet and a section of questions and answers which may be helpful.)



PART FOUR
DEVELOPMENTAL SKILLS

CONCEPT 1

The ability to understand the spoken word is a prerequisite to language development.

Activity No. 1

Objective: To demonstrate language comprehension by following simple instructions. (This activity is recommended for 9- and 10-year-olds.)

Materials Needed: Variety of objects.

Procedure: Place objects on a table. Select an individual or a small group of children. Give verbal instructions, such as:

1. Pick up the book.
2. Put the pencil on the floor.
3. Sit under the table.
4. Stand behind Bill.
5. Put your foot in the wastebasket.
6. Shake hands with the teacher.

Students should take turns carrying out the instructions.

A series of two or three instructions can be given to students who can follow three directions.

Comments to Teachers

Time Required: 10 to 15 minutes.

Remember. Children with problems in this area benefit when teachers:

1. **Use simple, one-concept phrases.**
2. **Ask short questions.**
3. **Gesture or use other visual clues.**
4. **Use visual aids whenever possible.**

Prepositions are learned through usage, repetition, and practice.

If motivation is needed, the class can be divided into two teams and a score can be kept.

Activity No. 2

Objective: To distinguish one incorrect word in a sentence.

Procedure: Give short sentences containing one nonsense word in each sentence. For example:

1. Jack has purple hair.
2. Denise is a goy.
3. A cat barks.
4. The boy saw the quarrel run up the tree.

Comments to Teachers

Time Required: 15 to 20 minutes.

The teacher or person in charge should prepare a list of nonsense statements that will be of interest to the students in the class. Students should also be encouraged to make suggestions and recommendations.

Activity No. 2 *(continued)*	Comments to Teachers
5. The milkman brings the mail. 6. Canada and Texas are parts of the United States. Encourage the students to answer in complete sentences. For example: 1. No, Jack doesn't have purple hair. Jack has brown hair. A variation would be for the child to repeat the teacher's statement and then say the correct statement. A student may lead this activity. He might prepare three nonsense sentences, read them aloud, call on the students to detect the nonsense word.	The first three examples are relatively easy when compared to the last three. Use examples that are challenging to the students without producing frustrations.

Activity No. 3	Comments to Teachers
Objective: To recognize familiar objects from short, verbal descriptions. **Procedure:** Describe objects or people in the classroom or school by a simple question. For example: 1. What do you know that is red, white, and blue? 2. What do you know that is green and sits around the room all day? 3. Whom do you know that is wearing new sneakers? 4. Someone in this school is responsible for ringing the bell. Who is it? Riddles are more abstract, but can be used with children who have more ability to conceptualize in language. 1. What comes in all sizes with bark and leaves on it? (a tree) 2. What is found in the country that has one white stripe and a very strong odor? (a skunk)	**Time Required:** 10 to 15 minutes. Students should respond in complete sentences. Instead of accepting the answer "flag," ask the student to say, "The flag is red, white, and blue."

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Activity No. 3 *(continued)*

Comments to Teachers

3. What do you hold in your hand that can be any color and when you make a mistake, you use its head? (a pencil)
4. What is round and flat and smooth and we listen to it? (a record)

Activity No. 4

Comments to Teachers

Objective: To distinguish one incorrect sound in a sentence.

Procedure: Give a sentence with one sound in one of the words used incorrectly. For example:

1. Santa Claus brought Beth a mellow bicycle at Christmas.
2. Jane's mother swept the kitchen with the groom.
3. Curt wanted to work, but he didn't have a saint brush.
4. Robin was hungry so she ate a sandal.

Time Required: 10 to 15 minutes.

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The number relates to the activities.

1. Follows simple instructions (3 out of 3 times).
2. Distinguishes the incorrect word in a sentence (4 out of 5 times).
3. Names objects or people after listening to description (4 out of 5 times).
3. Solves simple riddle after listening to it read once (3 out of 5 times).
4. Distinguishes one incorrect sound in a sentence (4 out of 5 times).

CONCEPT 2

The production of language which can be understood by both adults and peers is an important developmental skill.

Activity

Objective: To practice language skills and improve ability to communicate.

Activity No. 1	Comments to Teachers
Procedure: Choral Reading. Choral reading is an activity that can be used with the entire class or small groups of students. Selection of prose and poetry should be chosen on a basis of the ability, interest, and maturity of the group. Children with developmental lags in this area should be asked to learn a short, simple selection.	**Time Required:** 30 minutes.

Activity No. 2

Procedure: "Heavy, Heavy Hangs Over Your Head." Ask one student to leave the room and another to select an object to be guessed. The first student is asked to return and the second student stands behind him and holds the object over his head while describing it. The first student must identify it from the description.

Time Required: 10 to 15 minutes.

Children can be encouraged to describe the object as much like a riddle as possible.

Another approach to the game could be like "Twenty Questions." Students may take turns and ask one question about the object. The question must be phrased so that it may be answered "yes" or "no." If the answer is not guessed by the twentieth question, another round is started.

Activity No. 3	Comments to Teachers
Procedure: Ask one student to look out the window and describe an object he sees. Members of the class or a small group identifies the object by guessing.	**Time Required:** 10 to 15 minutes. This activity is suggested for fourth graders or slow intermediate groups.

Activity No. 4	Comments to Teachers
Procedure: Ask a small group of students to get together. Select several leading questions to encourage group members to practice their language skills. Consider such questions as: 1. If you could have any animal in the world, which one would you choose? Why? 2. If you had money to buy some new clothes, what would you buy? Describe it. 3. If you could have anything you wanted for supper, what would you choose? 4. If you could make three wishes come true, what would they be? Why? 5. What is the most interesting job that you know about? 6. Who is the nicest person you know? 7. What would you do on Saturday if you could do anything that you wanted to do?	**Time Required:** 10 to 15 minutes. Selecting students with some type of developmental lag in language production will provide the teacher with a group that may either empathize with each other or defend themselves against these feelings by being critical of each other's problems. The teacher can accept these feelings by telling the student she can understand how he feels about problems in speaking, but hopes that he can work with her. He may also be asked to contribute good suggestions to other group members.

Activity No. 5	Comments to Teachers
Procedure: Tongue twisters are a challenge to all students. Practice provides the opportunity for students with articulation problems to drill on a verbal exercise that is fun for all students to try and master. The following are a few well-known examples: 1. A big, black bug bit a black bear. 2. Rubber baby buggy bumper. 3. She sells sea shells by the seashore. 4. Peter Piper picked a peck of pickled peppers.	**Time Required:** 10 minutes. A game may be organized with the use of tongue twisters. One child could call on another to repeat the twister, or teams could be formed and one team member ask a member of another team to repeat a twister. Score by the number of correct repeats.

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Activity No. 6

Objective: To practice asking questions.

Procedure: One student is designated as "It." He decides to be something and writes it on a slip of paper or tells it to the teacher. Members of the class take turns asking questions in an effort to guess the identity of the first student.

Only questions may be asked that require a "yes" or "no" response.

Comments to Teachers

Time Required: 20 minutes.

Categories can be established by the class. For example:

1. Famous people
2. Animals
3. Objects and things
4. Food

Evaluation: Copy the following list of skills. Check off each skill when the student demonstrates competence. The number relates to the activities.

1. Participates in group choral reading.
2. Repeats choral reading selection.

2 & 3. Describes an object accurately.

4. Presents information in a discussion.
4. Supplements information with logical ideas.
4. Shares feelings in a discussion.

CONCEPT 3

The ability to express ideas through written language is an essential part of development.

Activity	Comments to Teachers
Objective: To facilitate verbal expression through independent writing.	**Time Required:** 15 minutes per day for a minimum of two weeks.
Materials Needed: A small cardboard box or file box, 3" x 5" cards, alphabet dividers, notebook or file folder, paper.	
Procedure: Ask each student to supply himself with the materials needed or obtain them for those who can not secure them.	Teachers frequently use the early period in the morning for this activity.
Ask each student to begin keeping a journal. Explain what a personal journal or diary is. Ask students if they have ever made a record every day of some of their thoughts.	Determine that the students understand the meaning of the word. A journal is a daily record of experiences or observations.
Indicate a minimum number of sentences to write. This might be done on an individualized basis. One good sentence each day would be a significant accomplishment for some students. Some students will want to write more than others.	Slow learners or learners with developmental handicaps can build a functional writing vocabulary by using the individualized collection of words to express themselves.
The teacher might list some ideas on the chalkboard for the students to use, or the students may prefer to select their own.	
Words that the student wants to use but does not know how to spell should be written on a card and placed in the file box under the correct letter of the alphabet. Words that the student spells incorrectly should be spelled correctly and filed for future reference and use.	If some children find it hard to write, they may talk into a tape recorder. They may listen privately to a replay or share it with others. The teacher may also write out the story from the child's dictation on the tape.
Words that begin with the same letter may be placed on the same card.	
Students may choose to write about a special interest and develop a vocabulary to express ideas relative to the interest.	

CONCEPT 4

Time orientation and the ability to relate time to activities and experiences are cognitive developmental skills.

Activity	Comments to Teachers
Objective: To relate the concept of time to individual experiences.	(Note: Learning to tell time is a prerequisite to understanding time orientation.)

Activity No. 1	Comments to Teachers
Procedure: Discuss the following time-related terms. Ask students to use the terms in describing their own experiences with relation to the concept of when they happened. 1. Today, yesterday, tomorrow. 2. The day before yesterday, the day after tomorrow. 3. Next week, month, and year. 4. Last week, month, and year. 5. Weekly, monthly, annually. 6. Daily, weekly, monthly, annually. 7. Bi-weekly, bi-monthly. 8. Semi-annually.	**Time Required:** 10 to 15 minutes per day. A monthly calendar or a calendar showing several months could be a helpful display on the bulletin board to use as reference. Teaching techniques to gain mastery of this skill are available in many elementary education texts.

Activity No. 2	Comments to Teachers
Procedure: Reproduce the following list of incomplete statements on a chart, the chalkboard, or a mimeographed stencil. Ask the students to write or underline the name of the day of the week or the month of the year that makes the statement true. 1. Easter is always on (Sunday, Friday, Wednesday). 2. There is no abbreviation for the month of (January, May, April). 3. In the United States, (August, April, February) is colder than September. 4. Labor Day is always on (Tuesday, Monday, Thursday). 5. One of the summer months is (July, April, October).	**Time Required:** 15 minutes.

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Activity No. 2 *(continued)*

6. The day after Friday is (Sunday, Saturday, Thursday).
7. The seventh month of the year is (June, August, July).
8. The first day of the week is (Tuesday, Sunday, Saturday).
9. The last month of the year is (June, January, December).
10. Fall begins in (July, September, November).
11. (November, May, October) is the month we celebrate Thanksgiving.
12. Most areas in the country have fresh garden vegetables in (March, November, July).
13. In many states it usually snows in (February, June, October).

Comments to Teachers

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The number relates to the activities.

1. Tells time accurately (3 out of 5 times).
2. Names and uses the following time-related terms correctly:
   a. today, yesterday, tomorrow
   b. day before yesterday, day after tomorrow
   c. next week, month, and year
   d. last week, month, and year
   e. weekly, monthly, annually
   f. bi-weekly, bi-monthly
   g. semi-annually
3. Answers time-related questions accurately (10 questions out of 13).

CONCEPT 5

The ability to recall is developed through practice and repetition.

Activity

Objective: To recall words and objects in sequential order.

Activity No. 1

Procedure: Ask the students to write down well-known lines from the current list of popular tunes. Divide the class into several groups. Each member of the group should share his lines with the group. Corrections should be made by members of the group if necessary.

Each group should choose six to eight of the selections and copy the first verse on a single piece of paper, omitting a key word. Make one copy for each group and one copy with the correct word.

Allow each group to exchange selections or have all groups work on the same one.

Words should be inserted by members of each group. When they are completed, review them and check for accuracy.

Comments to Teachers

Time Required: One hour.

The teacher may want to begin by using one familiar song or poem with the entire class. Each child could have a copy of the same verse. As competence is achieved, each child could make his own selection of a song or poem.

The teacher may allow children to bring records to school and encourage them to listen carefully to words of songs.

Children may want to sing their songs or say their verses for the entire class.

Activity No. 2

Materials Needed: Parquetry blocks and cards.

Procedure:

Step One. Ask the child to place the colored blocks of various shapes on cards portraying same shapes and colors.

Step Two. Ask the child to place the colored blocks of various shapes next to the cards portraying a special design.

Comments to Teachers

Time Required: 10 minutes per day.

This activity is most successful with one student or a small group of students.

Simple cards with only one block or a few blocks on them can be made and used first. The shapes can be black silhouettes so that the

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Activity No. 2 *(continued)*

Step Three. Show a child a card with a block design on it. Allow him to study the design for one minute. Take the card away and ask him to reproduce the design with the blocks.

Comments to Teachers

child will need to think about the form, or they can be colored so that the child integrates both form and shape.

Teacher-made materials:

Resource Materials: Parquetry blocks and design cards for parquetry blocks can be secured from Developmental Learning Materials, 3503 North Ashland Avenue, Chicago, Illinois 60657.

CONCEPT 6

The understanding of mathematical terms and the relationship between numbers is developed through cognitive skills.

Activity No. 1	Comments to Teachers
Objective: To use mathematical and spatial terms, directions, and numbers in playing a game.	**Time Required:** 15 minutes.
Procedure: Master and Robot Game. Place a piece of tape on the floor and call it "Home." Designate one student as the "Robot" and ask him to start on the piece of tape. Another student is named "Master" and gives directions to "Robot." Students should use the numerals and some of the following terms in giving directions. Jump, hop, walk forward, step backward. Turn to the left, right, north, south, east, west. For example: 1. Turn left and walk six steps forward. 2. Come back halfway (three steps). 3. Turn to the north and walk to the window. 4. Tap a dozen times on the glass.	Decide in advance how many commands "Master" will give "Robot." Teams could be formed and score kept for all instructions that were followed correctly. Use all math terms that might be relevant in the activity.

Activity No. 2	Comments to Teachers
Objective: To place numerals in patterns.	**Time Required:** One hour.
Procedure: Prepare several number patterns. The difficulty should depend on the ability of the group that has been selected to participate in the activity. Several examples are given below. 2, 4, 8, 16 10, 30, 50, 70 99, 88, 77, 66 1000, 100, 10, 1	Some groups might want to limit themselves to one mathematical process at a time in developing the number patterns. The teacher may use some examples. After the individual child or groups of children begin work on patterns, the teacher may check on the first patterns to be sure the child understands what is expected.

Activity No. 2 *(continued)*

Ask each student to make up five number patterns. Have him select a partner and exchange number patterns with that partner. The partner should understand the number pattern and should check the pattern for accuracy. Any necessary corrections should be made at this time.

Select ten or more patterns from individual papers and copy them on the chalkboard, a chart, or a stencil.

In each problem one of the numerals should be eliminated and a line inserted in place of the missing one. For example:

3, 6, __, 12 (9 is the missing numeral)

Ask the students to determine the missing numeral in each number pattern. Allow enough time for the group to complete the exercise.

This activity could be individualized by writing patterns on cards and placing cards in a math or resource center. Children could practice as they wish.

Comments to Teachers

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The number relates to the activities.

1. Understands terms.
1. Follows directions.
1. Notes specific problems that occur.
2. Develops patterns.
   Addition used correctly (4 out of 5 patterns).
   Subtraction used correctly (4 out of 5 patterns).
   Multiplication used correctly (4 out of 5 patterns).
   Division used correctly (4 out of 5 patterns).
2. Solves pattern problems.
   Addition solved correctly (4 out of 5 patterns).
   Subtraction solved correctly (4 out of 5 patterns).
   Multiplication solved correctly (4 out of 5 patterns).
   Division solved correctly (4 out of 5 patterns).

CONCEPT 7

Classification of objects according to their properties is a learned cognitive skill.

Activity

Objective: To improve the ability to classify objects. (This activity is recommended for 9- and 10-year-olds.)

Activity No. 1

Procedure: Commercial card games may be used to teach classification.

The following games may be purchased and made available to students who need the time to develop classification skills.

1. Old Maid—matching.
2. Solitaire—placing cards in sequence.
3. Animal Rummy—matching cards and/or placing them in sequence.

Comments to Teachers

Time Required: As needed for games.

Some students may not know how to play these games. A student who knows how to play solitaire could help teach others, or another card game which children suggest could be substituted.

Activity No. 2

Procedure: Prepare a list of words or phrases that can be placed in categories or classifications. They can be placed on paper or the chalkboard for a visual clue. For example:

1. Football, tennis, soccer, stoop-tag.
   These are all _____(games)_____.
2. Cold, snow, ice, sleet.
   These are seen in the _____(winter)_____.
3. Dime, tire, bowl, wheel.
   These things have a _____(round shape) _____.

Words can be given to students verbally or in writing. Give at least ten sets of words unless students have special problems or are slow learners.

Comments to Teachers

Time Required: 15 to 20 minutes.

Include words from subject areas such as science and social studies. For example:

1. Countries, states, cities.
2. Natural land features.
3. Minerals.
4. Students.

Encourage small groups of students to suggest words that fit into special categories.

Some teachers relate this activity to units in *New Directions in English* (a third and fourth grade text).

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Activity No. 2 *(continued)* **Comments to Teachers**

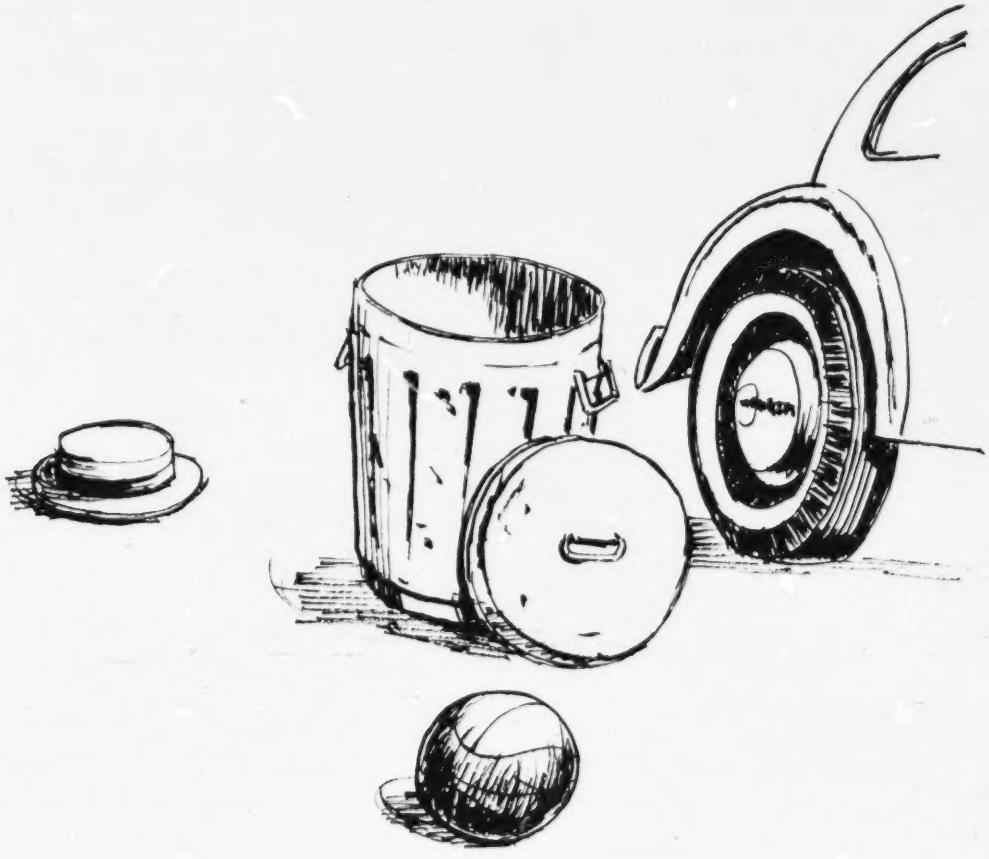
Some other classifications:

1. All boys over _____(a stated height)_____
2. All girls with brown shoes.
3. All students whose last name begins with "S."

The teacher may list all the names of the students that fit one classification and ask the class to specify the classification for the group.

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The number relates to the activities.

1. Matches pictures accurately (Old Maid).
1. Classifies pictures accurately (Rummy).
1. Classifies numerals accurately (Cards).
1. Places numerals in sequence accurately (Solitaire).
2. Classifies words (2 out of 3 times).



CONCEPT 8

Large muscle coordination is important in the development of perceptual-motor skills.

Activity	Comments to Teachers
Objective: To improve coordination and perceptual-motor skills.	**Time Required:** Activity: 20 to 30 minutes per day; evaluation: two or three days a week until change is noted.

Acitvity No. 1	Comments to Teachers
Procedure: Jump Rope. Motor development and coordination can be taught through jumping rope. Using some traditional rhymes while jumping rope may add additional motor skills. For example, the following verse includes four specific motor skills: Teddy Bear, Teddy Bear, turn around Teddy Bear, Teddy Bear, touch the ground. Teddy Bear, Teddy Bear, touch your knee. Teddy Bear, Teddy Bear, run out for me.	Practice in motor activity and coordination skills should help most students be more alert and active in their academic tasks. If any child is very active and becomes too excited in these activities, he may participate in one, have some "time out," and then participate again. The teacher may wish to use a record for the Jump Rope and Jumping Jack activities.

Activity No. 2	Comments to Teachers
Procedure: Thread the Needle. Clasp hands low in front. Step with right foot through ring formed by hands and stand on right foot. Step through ring with left foot and stand erect.	

Activity No. 3	Comments to Teachers
Procedure: Standing Broad Jump. In preparing to jump, students should stand on toes with arms above head. Bring arms forward, downward, bending knees and inclining body forward. Spring from both feet; jump high as well as far, drawing the knees well up. The student should swing the arms forward and upward as he jumps out.	Have a tape measure available to measure feet the child has jumped. This information can become part of his record.

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Procedure: Jumping Jacks. Stand flat-footed with hands at sides. At a given signal, student should raise hands above his head until they touch each other. Ask students to do arm and hand movements and to spread legs as far apart as possible with each jump. At the count of "one," arms should be overhead and legs spread; at "two," arms move to side and feet return together again.

Begin slowly and increase speed.

Evaluation: Prepare copies of charts as shown below. Have each student evaluate himself and record his progress on a chart at weekly intervals.

Name _____

Coordination Record

Date				
1. Jump Rope. Maximum number of jumps (best of two attempts)				
2. Thread the Needle. Maximum number of "threads" in one minute				
3. Standing Broad Jump. (measure in inches)				
4. Jumping Jacks. Number of correct jumps (no time limit)				

Each child may have a partner to keep score and to help each other keep individual records accurately.

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